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TEACHING MINIMUM BASED COMPETENCY TEST SKILLS TO
SECONDARY-AGED LEARNING DISABLED STUDENTS THROUGH THE USE OF
PRECISION TEACHING

by

Michael E. Byrnes

A creative project submitted in partial fulfillment of the
requirements for the degree of Master Of Education in
Special Education

Approved:

UTAH STATE UNIVERSITY
Logan, Utah

1986

ABSTRACT

Teaching Minimum Based Competency Test Skills to Secondary-Aged Learning Disabled Students Through The Use of Precision Teaching

by

Michael E. Bynnes

Utah State University, 1986

Major Professor: K. Richard Young

Department: Special Education

This project investigated whether a precision teaching method used with learning disabled high school students (grades 9-12) could give them the skills needed to pass a minimum based competency test in the area of local, state and national government. The specific objective of this project was to determine if the use of precision teaching enabled the students to retain the facts needed to pass a competency test required for graduation. A multiple-baseline design across behaviors was used to show the effect of precision teaching in mastering the needed facts. The data from each baseline improved and surpassed the set criteria when the intervention was introduced.

The Cache School District requires a mastery level test score of 70% or higher for each competency test. The pretest scores of the students in this study ranged from 40% to 58%. When all three interventions were completed, the students' test scores ranged from 92% to 100%, thus meeting and surpassing the school district's mastery level.

INTRODUCTION

Public education has moved toward competency based testing for secondary-aged students. The State of Utah requires each school district to document that each graduating high school student has mastered the minimum competency skill areas. These skill areas include communication, computation, consumerism and governance. Each graduating high school student must achieve the required amount of credits in each academic area along with a minimum score of 70% in each of the four competency based tests.

Even though learning disabled students have different levels of needs in their academic classes, they are still required to pass each of the minimum based competency tests. These students, along with their peers, receive instruction and preparation in their regular classes to pass each of these tests. For many students in regular classes, the presentation of concepts and skills is sufficient in acquiring a passing test score. Even with review, over 90% of the learning disabled students in a local high school resource program were unable to pass one or more of these competency tests. Without additional help, these learning disabled students are at risk of not passing each of these tests and thus not able to receive a regular high school diploma.

Review of literature. The term "minimum competency testing" (MCT) has become a commonly used term in both

educational settings and local news reports. Increased public awareness of what is happening in our local schools has renewed the schools' awareness of the need for educational accountability and proof of mastery of basic skills before high school students graduate (Ring, 1985). State education agencies are trying to show accountability by requiring each graduating high school student to pass tests which show mastery of these basic skills. The governing of education is part of each state's responsibility for setting pupil standards and high school graduation requirements (McCarthy, 1983).

Ring (1985) has alerted administrators to be aware of the special needs that confront the handicapped student in passing the MCT. Courts have upheld the right of state education agencies to require students to pass minimum competency tests before receiving a high school diploma. The courts have also upheld these same requirements for handicapped students (McCarthy, 1983). These same states that have accepted the MCT, also have to address the issue of handicapped students meeting the same state requirements for graduation. Beckham (1980) noted that the states dealing with this issue do not respond in the same manner, some states award certificates of attendance, instead of a regular high school diploma. Other states require every student to pass the MCT and still others require completion of the handicapped student's individual educational plan and excuse them from passing the MCT. The State of Utah

presently requires all handicapped and nonhandicapped students to show successful completion of each MCT before receiving a regular high school diploma. If any handicapped student does not pass all four of these tests, a certificate of attendance is awarded in lieu of the regular diploma.

It is not uncommon for learning disabled students to fail one or more of these competency tests, and to continue to fail the same test without receiving individual help in acquiring the needed facts and concepts. Linn (1984) claimed that many of the learning disabled students that took part in Florida's minimum competency testing performed poorly on many test items involving basic communication and mathematics. This test involved 2,257 10th grade learning disabled students.

A study was done by Santilli (1985) to determine some of the strong indicators of possible failure of handicapped students who took the Virginia MCT. This study included 88 handicapped seniors (learning disabled, mildly retarded, and emotionally disturbed) and 56 of these seniors had not successfully passed all of these minimum competency tests.

In North Carolina, McKinney (1980) performed a study of handicapped students taking the MCT. He was also looking for factors that might influence the test performance of the handicapped students in his study. In his results, he reported that 44% of the 652 learning disabled students did not pass the reading test and 53% of these 652 students did not pass the math test.

Eighty-four percent of the learning disabled students at a local high school resource program in Utah did not pass all four required competency tests. These test results indicate a great need in the area of high school handicapped students acquiring the needed skills to pass each of the minimum competency tests.

If the students are not succeeding with the present teaching method or material, other methods should be tried or materials altered until the student is successful. Including both fluency and accuracy in the criterion for mastering the facts related to the competency tests, may help in their retention of the information and in passing the tests.

Since precision teaching emphasizes both fluent and accurate responses, and research has demonstrated that it facilitates retention, it was decided that the precision teaching approach might help students acquire and retain the skills needed to pass the required competency tests. Precision teaching gives daily feedback on the success of teaching. It will also provide direct and daily measurement, charting and evaluation of each student's progress in acquiring these specific facts and concepts (Raybould & Solity, 1982).

Raybould and Solity (1982) have identified five basic components in precision teaching: 1. specify desired pupil performance in observable, measurable terms; 2. record the performance on a daily basis; 3. chart the performance on a daily basis; 4. record teaching approach in relation to

pupil performance; 5. analyze the data to determine if changes are needed. They began using this program exclusively with students experiencing difficulties in their regular classes. The precision teaching method was so successful, regular class teachers received inservice training and are now the major users in their district at the present time.

Precision teaching was studied in a high school setting by Breuning (1978) with positive results. The project compared the effectiveness of precision teaching with the effectiveness of traditional teaching. Six teachers taught two classes each in the following subject areas: Algebra, Accounting, Biology, Chemistry, History, and Physics. Each teacher taught his subject area using precision teaching with one class and traditional teaching with the other. During Phase I (12 weeks) all twelve classes received the traditional teaching method and in Phase II (12 weeks) six of these classes (one in each subject area) changed to precision teaching while the other six kept the traditional teaching method. Breuning claimed there was no significant performance differences for the students in the two groups during Phase I. The precision teaching students performed significantly better than the traditional teaching method students during Phase II.

Retention among college students was studied by Orlander and Collins (1986). They compared a traditional teaching method with a precision teaching method using

eighteen nursing students in Biology 360: Pathophysiology. This study was designed to compare the nursing students' long-term (eight month) retention of biological facts using the two teaching methods. "The evaluations for both groups were compared by the Mann-Whitney U Test. The results were statistically significant with the calculated probability of wrongfully rejecting the null hypotheses at .05. The students taught using precision teaching were 1.8 x more accurate and 1.8 x more fluent than their traditionally taught counterparts eight months after their pathophysiology course." The Orlander and Collins (1986) study showed that precision teaching enhanced generalization and retention of facts for these nursing students.

The Great Falls Public School Report (1974) defines tool skills as any skill which enables the development of another skill. They also state that many students lack the tool skills necessary to achieve the needed basic skills. Similarly, some of the learning disabled students in the study presented here had reading grade levels ranging from the fifth to seventh grade. They lacked the tool skill of reading the governance facts at a fast enough rate to meet the set criteria. Young and West (1984) suggest that you should assess each student in these skills. For the students who lack these tool skills, they suggest that you use paired timings or master the tool skill before advancing to the basic skills. Paired timings are second timings each

day to work on the tool skill along with the original timing of the basic skills.

Students needed some way of improving their speed and accuracy in learning specific facts. SAFMEDS (Say All Fast A Minute Each Day Shuffled), is a procedure developed to build fluency and aid retention of basic facts. SAFMEDS were used as part of the precision teaching program designed for the project reported here. The purpose of the SAFMEDS was to help each student acquire speed and accuracy in learning specific governance facts. Flash cards were developed with questions on one side and answers on the other. A tester spread out all the cards, question side up, in front of the student. The student was then tested for his speed and accuracy in answering each question. When a student attained the required criteria for a set of facts, he was ready to be tested on the questions.

McDade and Austin (1985) demonstrated that precision teaching with SAFMEDS assisted college students in improving their acquisition of facts in psychology classes.

The purpose of this project was to determine if the use of precision teaching with SAFMEDS would facilitate the acquisition and retention of needed facts and skills necessary to pass the minimum based competency test in the area of local, state, and national government by learning disabled students in a local high school resource classroom.

METHODS

Participants

Eight students were selected from a population of learning disabled and behaviorally handicapped students currently being served in a high school resource room. These students were classified as handicapped according to the Utah State Office of Education Rules and Regulations for Education Programs for the Handicapped. These students were also enrolled in regular education classes and had previously attempted and failed to pass the governance competency test in their regular social studies class. The students were selected from the resource classroom and ranged in age from fourteen to eighteen years old. The criteria for selection was: (1) students did not acquire the minimum score needed on the governance competency test; (2) reading the questions and answers for each test question at a rate of 100 words per minute; (3) passing the governance competency test was a goal on the students individual educational program; and (4) parent approval for participation in this research program was obtained.

The eight target students were caucasian males in grades 9-12. Test scores showing the students' intellectual quotients were in the normal range with scores of 85 to 96. These students also had a deficit greater than 40% in one or more academic areas.

Setting

The study was conducted at Sky View High School in Smithfield, Utah. The training and testing of the target students were conducted in the school's resource classroom. The size of this classroom was 35 by 35 feet and a small part of the room was sectioned off by bookshelves for this project. The size of this area was 8 by 10 feet and included four chairs around a five foot round table.

At Sky View High School, the class periods were eighty-five minutes in length and were held every other day. The students had four even numbered classes one day and four odd numbered classes the following day. Those who were in the resource class every day progressed through the project at a much faster rate than those who attended the class every other day.

Procedures

A modified R & D cycle was used in this project (Borg & Gall, 1983). If followed properly, the steps in this cycle should yield an educational product based on research, which is fully ready for operational use in the schools (Borg & Gall, 1983). During this project the following steps were followed: (1) defining the target behaviors; (2) selection of experimental design to be used; (3) developing preliminary tests, preskill materials, instructional materials, and data collection materials; (4) determining rate criteria for preskills and target behaviors; (5) selection of target students; (6) collection of baseline

data on target students; (7) preliminary field testing; (8) main product revision as suggested by the preliminary field-test results; (9) main field testing; (10) final product revision as suggested by the main field-test results. Each of these steps will be discussed in detail.

Target behaviors. The target behaviors selected were specific facts the students needed to know in order to pass a minimum based competency test in the area of local, state and national government. The passing of this test was required by the school district for graduation. Fifty facts were selected for the preliminary field testing (Appendix A) such as, "A U.S. Senator is elected for a term of: 6 years." Seventy-five facts were selected for the main field testing (Appendix B). The fifty facts used in the preliminary field testing were selected from all fifty questions on the school district's governance competency test-form A. During the main field testing twenty-five more facts were added from test-form B and the school's two governance study guides.

Experimental design. The experimental designs used in this project were the multiple-baseline design across behaviors (Kazdin, 1982). The intervention of precision teaching was introduced to each set of behaviors (governance facts) separately. This design is described by Kazdin (1982):

Multiple-baseline designs demonstrate the effects of an intervention by presenting the intervention to each of several different baselines at different points in

time. A clear effect is evident if performance changes when and only when the intervention is applied (P.150).

Treatment variables. Each student was taught these seventy-five governance facts (Appendix B) by using the following precision teaching method: (1) each of the facts was explained and examples given until every student understood the concept for each; (2) each student practiced reading the fact sheets (Appendix B) until he could read each sheet with 100% accuracy at a rate of 100 words per minute; (3) SAFMEDS flash cards were reviewed to increase memorization and retention of each fact; (4) daily testing of SAFMEDS cards was recorded on three-cycle daily behavior charts and instructional decisions were made until each student achieved 100% accuracy at a set rate for three consecutive days; (5) a practice test was administered after each section was mastered with the SAFMEDS cards; (6) after all three sections were mastered, a final governance competency test was administered to each student.

Developing preliminary materials. The first materials developed were the pretest and test forms A, B and C (Appendix C). All four tests were developed from the Cache School District's original governance competency test - form A. The fifty items on each test were the same, but the sequence of the questions were changed to avoid memorization of the answers in chronological order.

Preskill materials were developed for the preliminary and main field testings. In the preliminary field testing

each student was required to read a list of words at a minimum rate of one hundred words per minute. Sections A, B and C had separate word lists developed from the fact sheets (Appendix D) such as; electoral, representatives, candidate etc. The more difficult words from each fact sheet were listed and mastered before studying the instructional material, to ensure that students could read the words at the required rate. During the main field testing, the students were required to read each sample fact sheet in three minutes or less. Sample fact sheets 4, 5 and 6 were used to test these preskills. The preskill requirements were improved during the main field testing by requiring each student to master all of the words used rather than a partial list of the words.

The instructional materials included the six sample fact sheets (Appendixes A & B) and the sample fact cards (Appendix E). These facts were divided into three separate groups with little or no overlap in content in each section to avoid interdependence of the baselines, as mentioned by Kazdin (1982):

Sometimes the baselines may be interdependent, so that change in one of the baselines carries over to another baseline even though the intervention has not been extended to that latter baseline. This effect can interfere with drawing conclusions about the intervention in each version of the multiple-baseline design (Page 141).

The fact sheets were used to teach the facts and concepts needed for each section. The fact cards were used for the precision teaching part of the program. The cards contained a question on one side with the answer found on the other. The cards could be rearranged in different orders, to avoid memorization in a chronological order. A tester placed all the cards, question side up, in front of the student. The student was then tested for his speed and accuracy in answering each question. These cards were used to improve the target student's speed and accuracy during the precision teaching part of the project.

Data collection materials. Data collection materials were developed to collect daily information on each student. The data sheets for sections A, B and C (Appendix F) were used to record the date, time and the specific answers that were right or wrong. This information was transferred to the three cycle academic graph paper (Appendix G), and data-based decisions were made from these graphs. The method of instruction was altered if students were not mastering the facts at a set rate. Four data sheets were developed to record the test scores after each test was completed (Appendix H). Recorded on these sheets were the overall test scores, the section test scores and each specific right and wrong answer.

Rate criteria. A rate criteria needed to be established to determine what could be expected of an average or above average reader. The rate criteria for

preskills and target behaviors were determined by testing two teachers and two students with average or above average reading ability. The four participants were timed on the word lists for sections A, B and C (Appendix-D). All participants read the word lists at the rate of 100 words per minute or faster. The rate criteria for the students was set at 100 words per minute with no mistakes.

The rate criteria for preskills in the main product revision (Appendix B) were set after testing the same two teachers and two students. These participants were able to read each list of questions and answers in three minutes or less. The criteria set for the students in the project was to read each sheet in three minutes or less without any mistakes.

The rate criteria for target behaviors were determined after testing the same four participants that were used for the preskill behaviors. All four participants were able to give a correct answer to each of the seventeen cards in one minute or less for each of the three sections. The rate and accuracy criteria was set at seventeen questions answered 100% correctly, in one minute or less.

During the main field testing, there was an increase in the number of facts to be memorized, so the rate criteria was changed. There were now a total of seventy-five facts to memorize, twenty-five in each section (Figures 4,5,6). The same four participants were tested in the same manner as before. They were able to verbally give the correct answer

for the twenty-five cards in two minutes or less. The criteria set for this new target behavior was 100% accuracy in two minutes or less. Data were collected on preskill and target behaviors from the four participants and used to set the required rate of responding for each skill.

Selection of target students. Each student in the resource classroom who had previously failed to pass the governance competency test was given a pretest including all fifty items on the original test. The students who received a 70% or higher on the test were exempt from the project. The students who did not pass the pretest and met the following criteria were accepted into the project; (1) reading the preskill words and material at the specified rate set for each section; (2) the student's individual educational plan included passing the governance competency test as a goal; (3) parent approval for participation in this research project was obtained.

Baseline data on target students. Baseline data on these students were collected and charted. The test results were recorded on a test result sheet (Appendix H). This score sheet gave the overall test score, the score for each section and the exact items that were correct and incorrect.

Before the interventions were introduced, the students were tested on each section of the test using the sample fact cards. These baseline data were recorded on the daily data sheets. Each student was given a one minute timing during the preliminary field test and a two minute timing on

the main field test; correct and incorrect responses were recorded. These data were then charted on the student's three-cycle graph sheet (Appendix G). The number of correct and incorrect responses per minute were charted on the graph. These data were later used in the precision teaching part of the program to show the rate of improvement.

Preliminary field testing. Four students were used for this initial field testing. Each student was pretested and met all criteria that was previously mentioned. Baseline data were collected on the actual test and also on all three sections of cards.

The teacher assisted the students in pronouncing difficult words to acquire the rate criteria, 100 words per minute with no errors, for the preskill word lists (Appendix D). This criterion was met before beginning sections A, B and C. The precision teaching program for acquiring the governance competency facts was then implemented. There were seventeen separate facts to memorize for section A (Appendix A). Each fact was reviewed separately until each concept was understood by each student. The students then practiced the sample fact cards for speed and accuracy and were tested on the cards until they received 100% accuracy on all seventeen facts in one minute or less for three consecutive days. Daily data were collected, charted and analyzed, then decisions were made for each student.

After meeting the set criterion for three consecutive days, the students were administered test A of the

governance competency test. Their scores were recorded and analyzed. Each student showed considerable improvement in section A and continued to score low in sections B and C.

Before beginning section B, the students were once again pretested on these seventeen facts and their scores were recorded. The preskill sheet and seventeen fact cards for section B were mastered under the same criterion as in section A. In charting the precision teaching data, the students only showed improvement and mastery of the facts after the precision teaching method was introduced.

The students were administered section B of the competency test after meeting the criterion for three consecutive days. Each student mastered the facts in sections A and B of the test and showed no considerable improvement in section C.

Section C was mastered in the same order as section B. Test C was administered and their final scores were recorded. The overall score on their pretest ranged from 40% to 54%. After completing and meeting the set criteria for all three sections, their scores ranged from 92% to 100%.

Main product revision. The following revisions were made after analyzing the daily data and final test scores:

(1) The preskill sheets (Appendix D) did not include all of the words used in the sample fact cards, thus slowing the reading fluency of some students during the precision teaching timings. The preskill

sheets were changed to include each question and answer from every fact card used during precision teaching (Appendix B). The new rate criteria was 100% accuracy in three minutes or less per sheet.

(2) The number of governance facts to be memorized increased from fifty to seventy-five. The twenty-five additional facts were drawn from a second form of the governance competency test and also from governance study sheets. By including these additional facts, the students could pass any and all of the school districts test forms in governance. The new rate criteria was 100% accuracy in two minutes or less per section.

(3) After meeting criteria for three consecutive days on sample fact cards - B, the students were required to review sample fact cards - A and meet the criterion. When each student met the criterion for sample fact cards - C, they were required to review and pass the fact cards for sections A and B. By reviewing sections A and B the students were able to retain all seventy-five facts for the final test.

Main field testing. Four different students were selected for the main field testing. Each student met the criterion for participating in the project. Baseline data were collected on each student. The preskills and implementation of the precision teaching program remained the same except for the three revisions mentioned above. Sections A, B and C were completed in the same manner as the

preliminary field testing. The test scores for the pretest ranged from 44% to 58%. After mastering the set criteria for the three sections of the test, their scores ranged from 96% to 100 %.

Final product revision. After evaluating the data collected from the main field testing, it is suggested that the three main product revisions be retained and two more revisions added. The first revision was to decrease the reading time of the preskill sheets from three minutes to two minutes and thirty seconds or less per sheet. Making sure the students have mastered each word on the preskill sheets at this faster rate should reduce reading problems during the precision teaching part of the program. The second revision was to add one more requirement in the selection of target students. The target students should be in the resource classroom every day and not just every other day. The students who were in the resource class at least once per day had much less difficulty achieving and retaining the needed skills to pass the governance competency test.

RESULTS AND DISCUSSION

The data from the project are presented in figures 1-12. These data clearly indicate that the use of precision teaching provided every student with the needed skills to pass the governance competency test. During the baseline conditions, each student's rates of incorrect responses far exceeded the correct responses. After each intervention, the correct responses increased quickly to the set aim and the incorrect responses decreased to aim. It was evident that the students' performances changed only when the intervention was applied, thus attributing the change to precision teaching.

Figures 1-4 show the results of the four subjects who participated in the preliminary field study. During baseline, the percent correct ranged from 24% to 71%, with an average of 47.6%. After the intervention of precision teaching, the percent correct ranged from 82% to 100%, with an average of 96.3%. There was an increase in the average percent correct by 48.7%. The overall test scores before intervention ranged from 40% to 54% with an average of 48%. After intervention the overall test scores ranged from 92% to 100%, with an average score of 96.5%. There was an increase in the overall test scores by 48.5%. The average score of 48% during baseline was far below the needed score of 70%. The average score of 96.5% after intervention greatly exceeded the needed score of 70%. With all four

subjects, the improvement did not occur until the implementation of the precision teaching intervention.

Figures 5-8 show the results of the four subjects who participated in the main field study. During baseline, the percent correct ranged from 19% to 65%, with an average of 49%. After intervention, the percent correct ranged from 81% to 100%, with an average of 96%. There was an increase in the average percent correct by 47%. The overall test scores before intervention ranged from 46% to 58%, with an average of 52.5%. After intervention their overall test scores ranged from 90% to 100%, with an average score of 96%. There was an increase in the overall test scores by 43.5%. The average score after intervention was also greater than the school district's minimum requirement.

The precision teaching data for the main field study was recorded on figures 9-12. The graphs for each student show that the rate of incorrect responses far exceed the rates of correct responses before the intervention was implemented. After implementation of precision teaching, the rate of correct responses quickly increased and exceeded the aim of 12.5 responses per minute. The incorrect responses also decreased to zero. Each student maintained these rates for three days before proceeding to the next section. Precision teaching charts for the preliminary field study are recorded on figures 13-16. Some of these charts are lacking complete baseline data but with the data

that is available, it shows that each student achieved the set criteria in each section.

Prior to the implementation of the precision teaching program, every student in the project scored far below the school district's minimum requirements. The scores ranged from 40% to 58% before the interventions. After the completion of all three interventions, the scores increased to a range of 90% to 100%.

The purpose of this project was to investigate whether a precision teaching method used with learning disabled high school students could give them the skills needed to pass the governance competency test. Through the use of precision teaching all eight students were able to retain the facts needed to pass this required test.

The results of this study are important for all school districts who are continually improving and increasing their high school requirements for graduation. Learning disabled students should be able to pass the minimum based competency tests with the use of precision teaching.

Further research should include the use of precision teaching in the minimum competency areas of computation, communication and consumerism. Future studies should also include other handicapping conditions, such as behavior disordered and intellectually handicapped students.

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Student 1

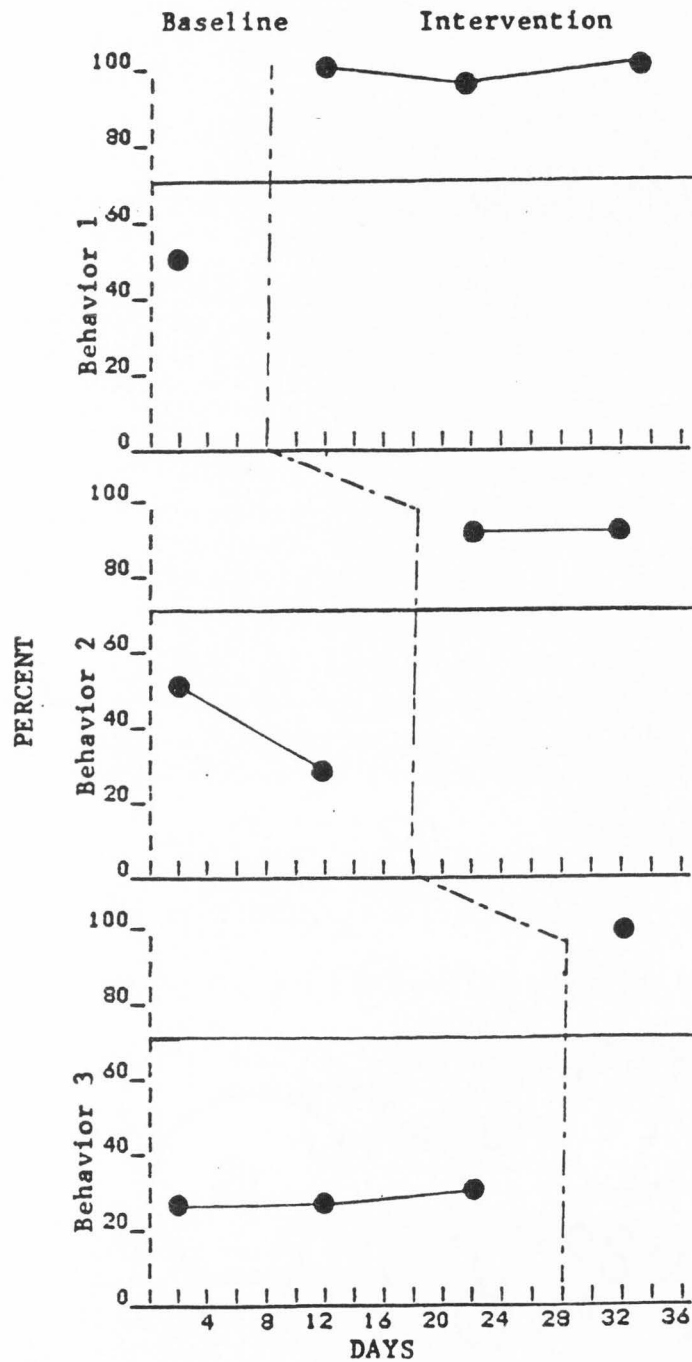


Figure 1. The percent correct on each section of the governance competency test.

Student 2

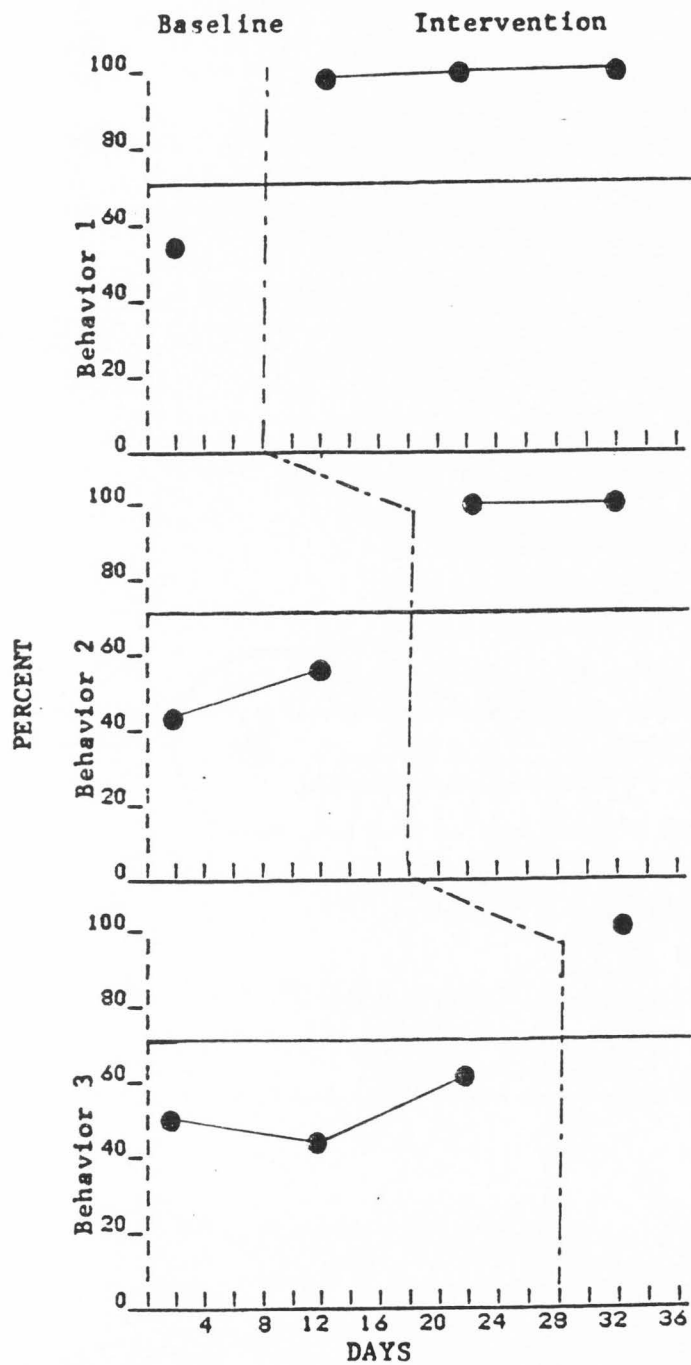


Figure 2. The percent correct on each section of the governance competency test.

Student 3

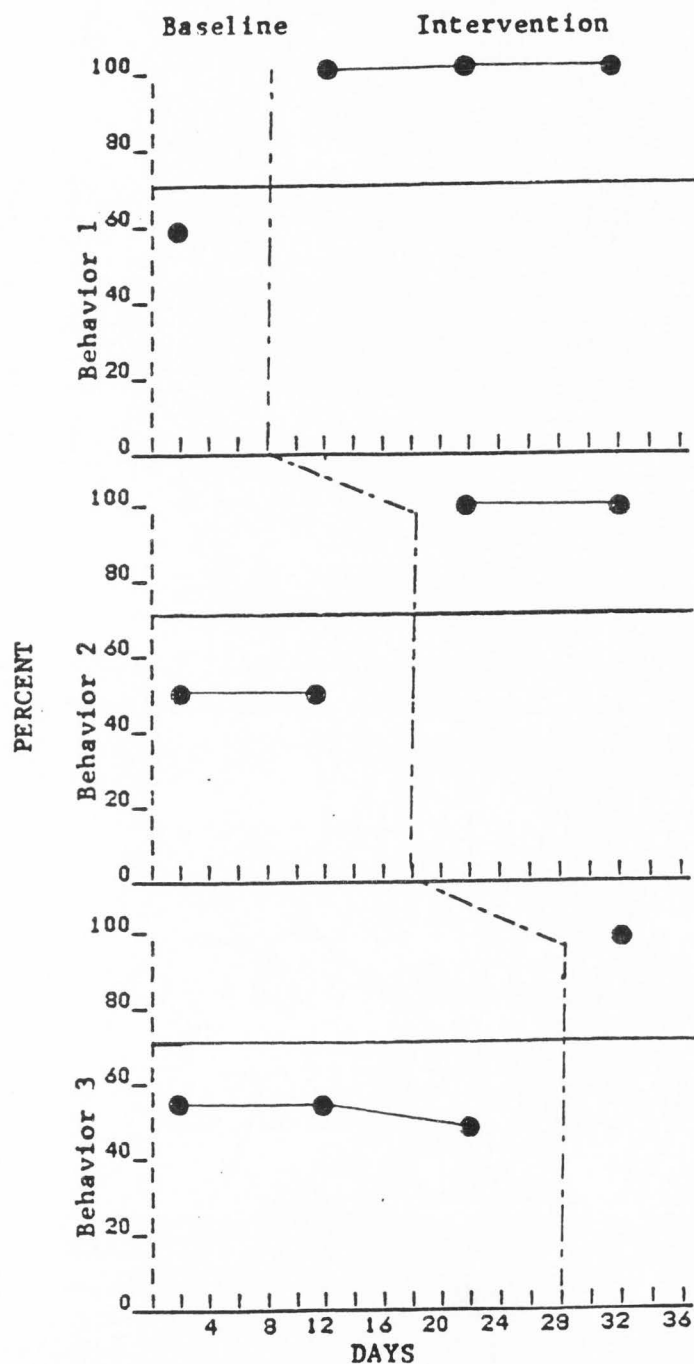


Figure 3. The percent correct on each section of the governance competency test.

Student 4

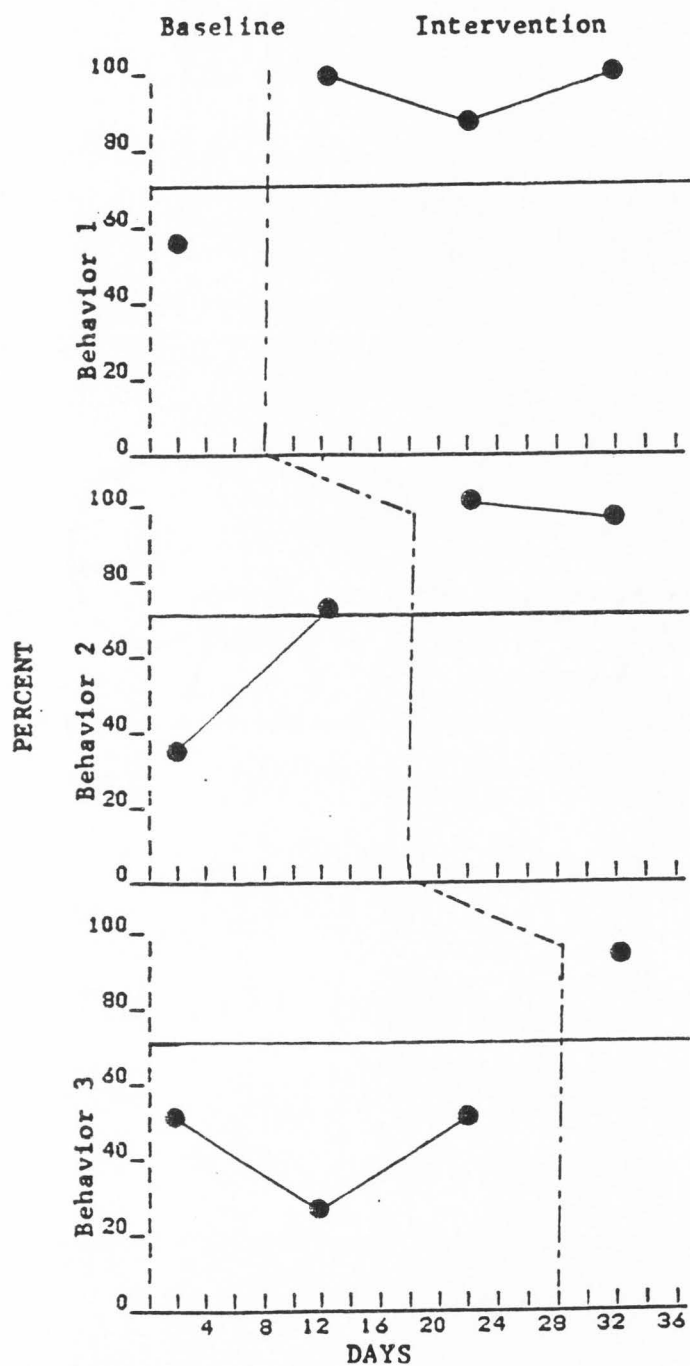


Figure 4. The percent correct on each section of the governance competency test.

Student 5

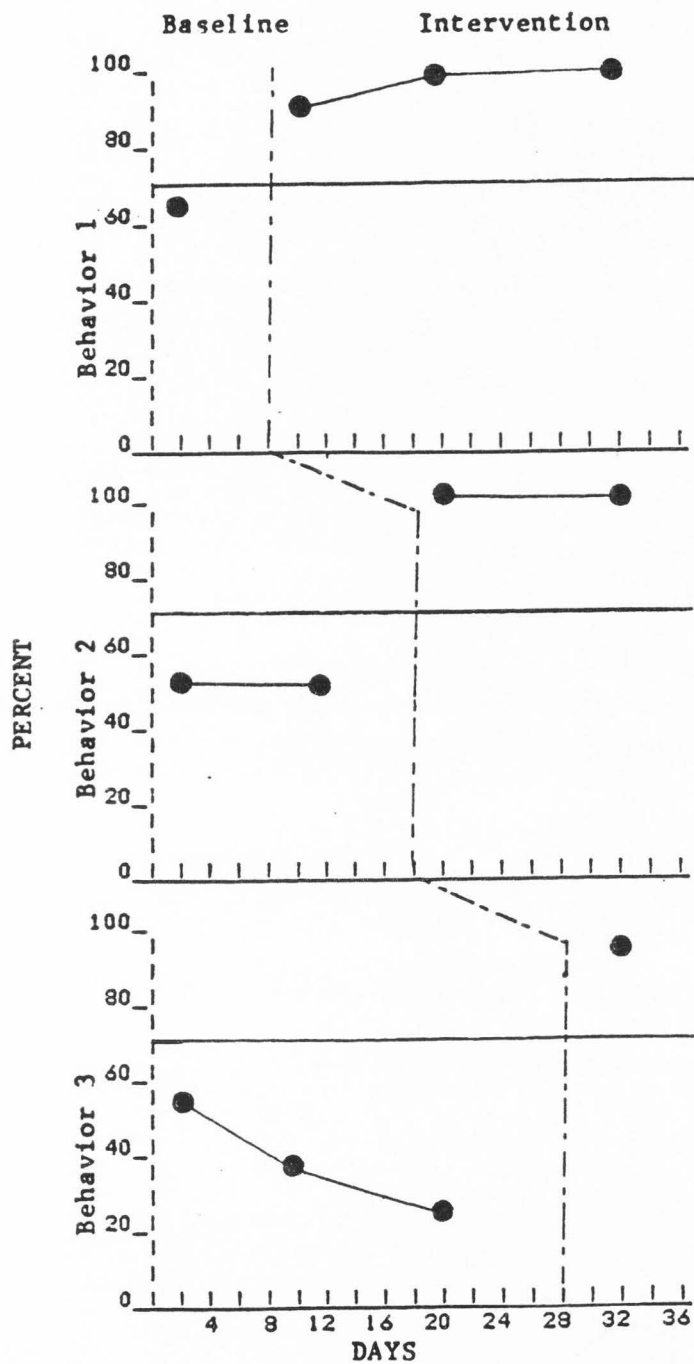


Figure 5. The percent correct on each section of the governance competency test.

Student 6

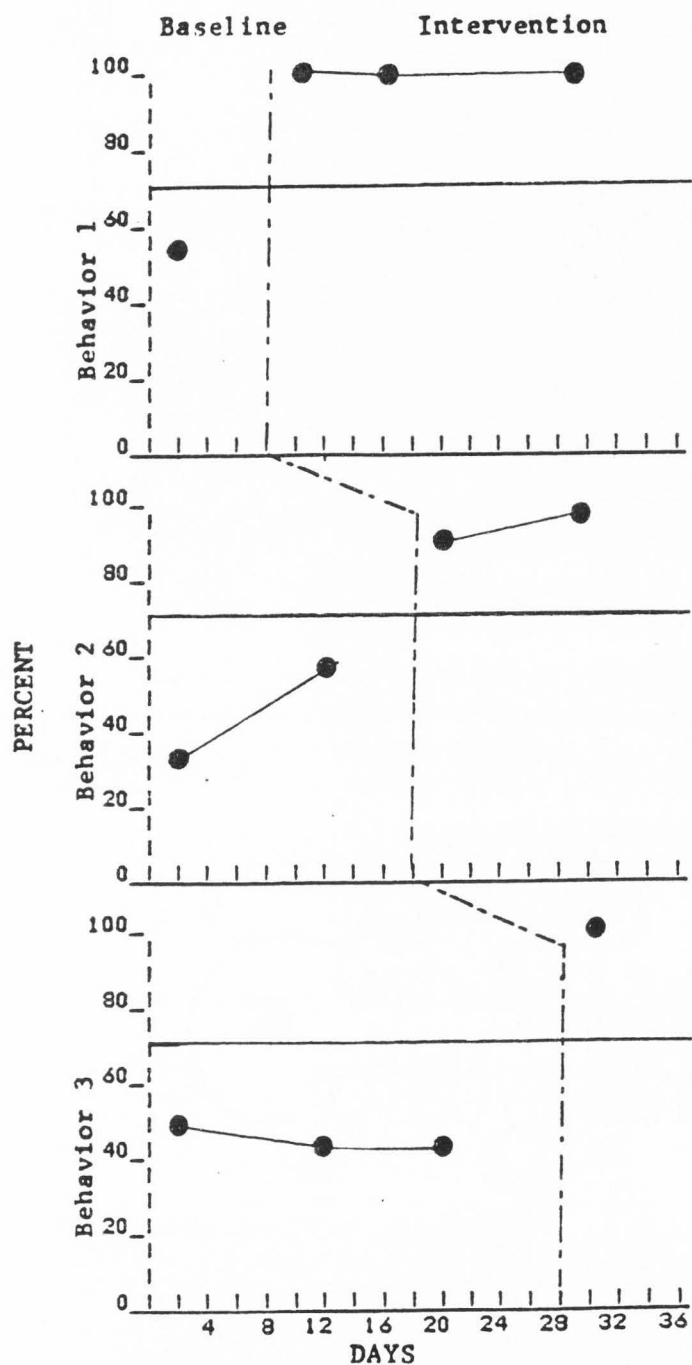


Figure 6. The percent correct on each section of the governance competency test.

Student 7

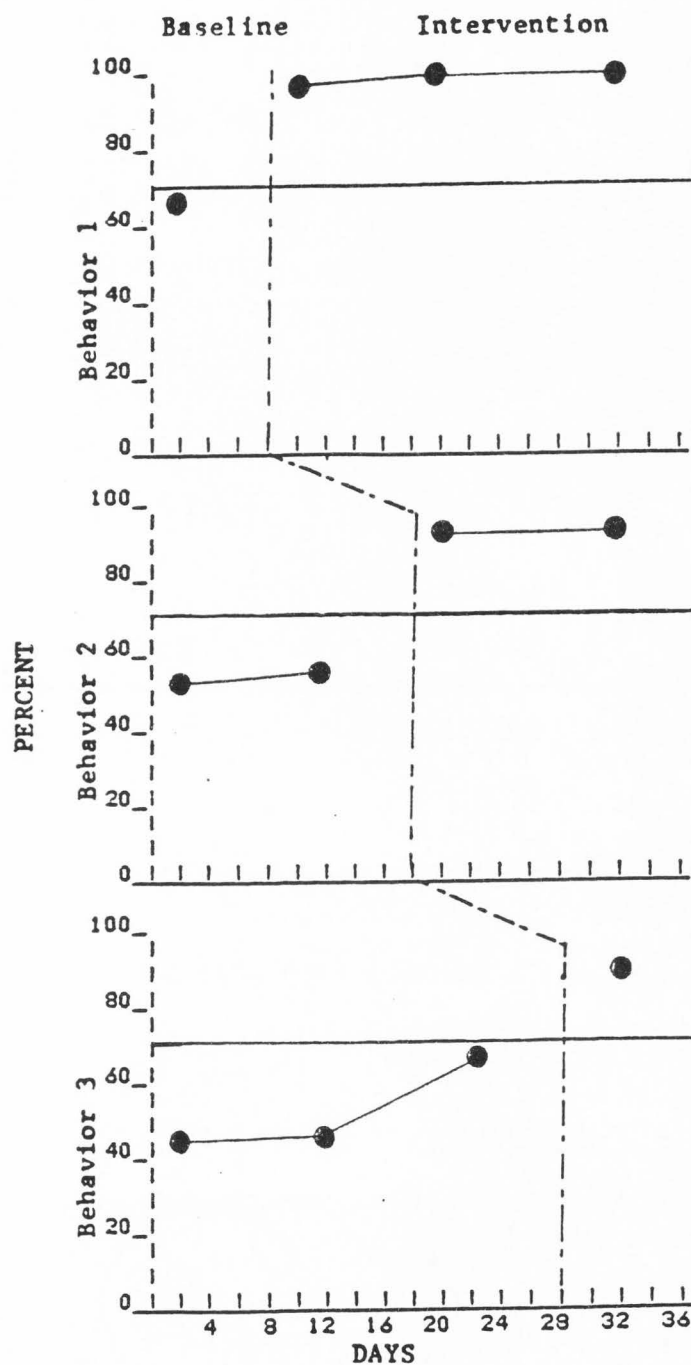


Figure 7. The percent correct on each section of the governance competency test.

Student 8

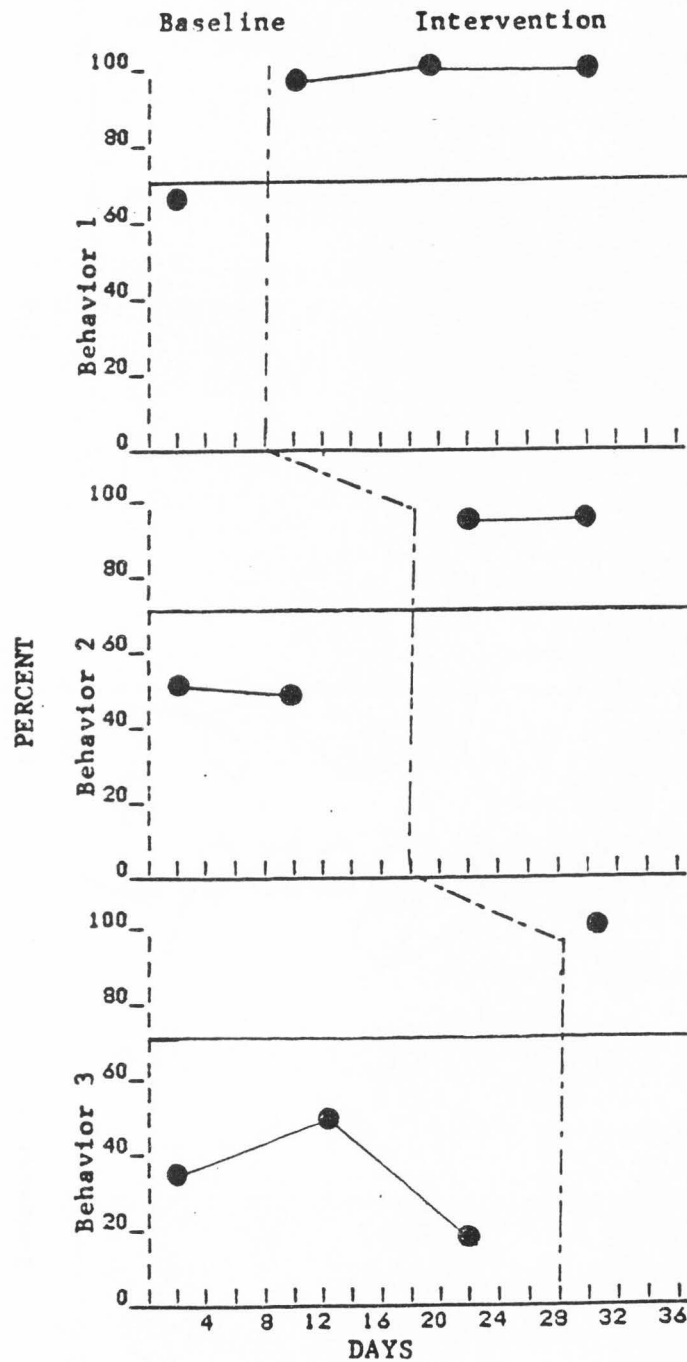


Figure 8. The percent correct on each section of the governance competency test.

Student 5

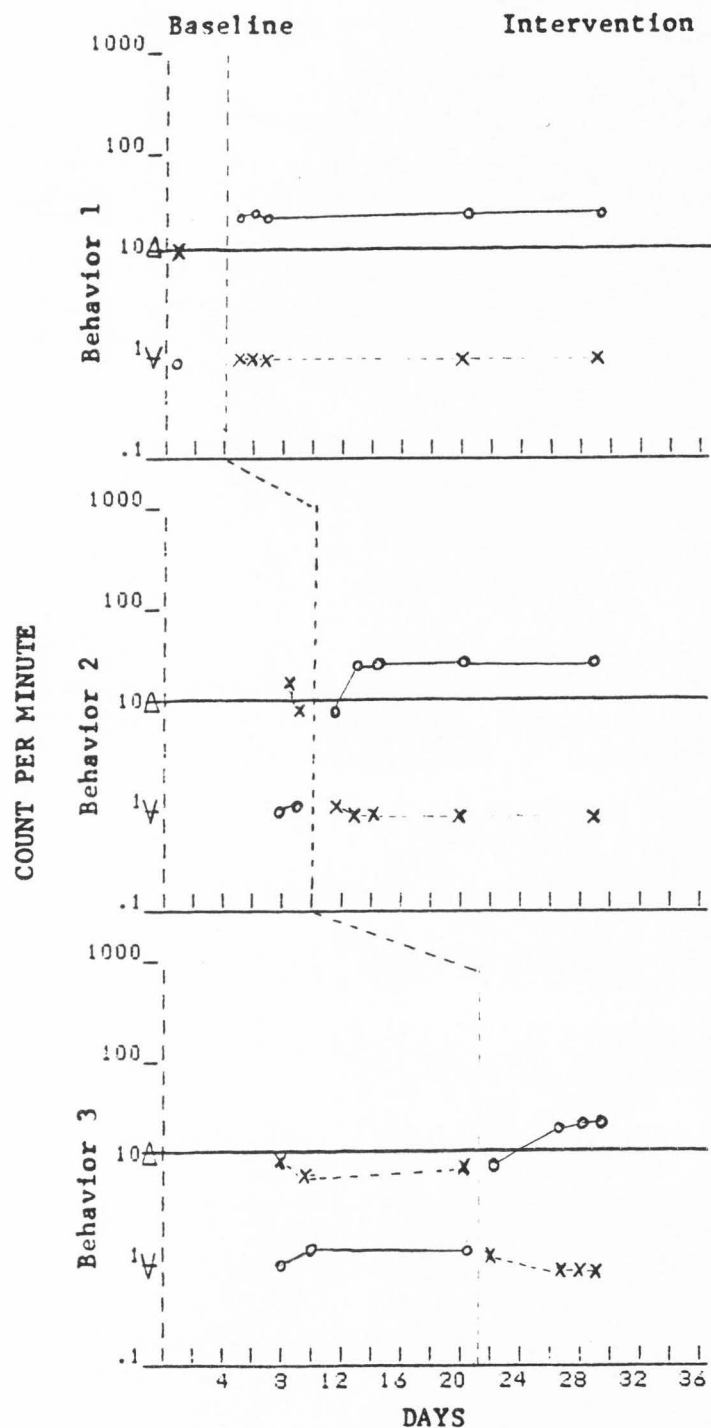


Figure 9. Rates of responding to governance competency facts over successive calendar days.

○ = correct response
X = incorrect response

Student 6

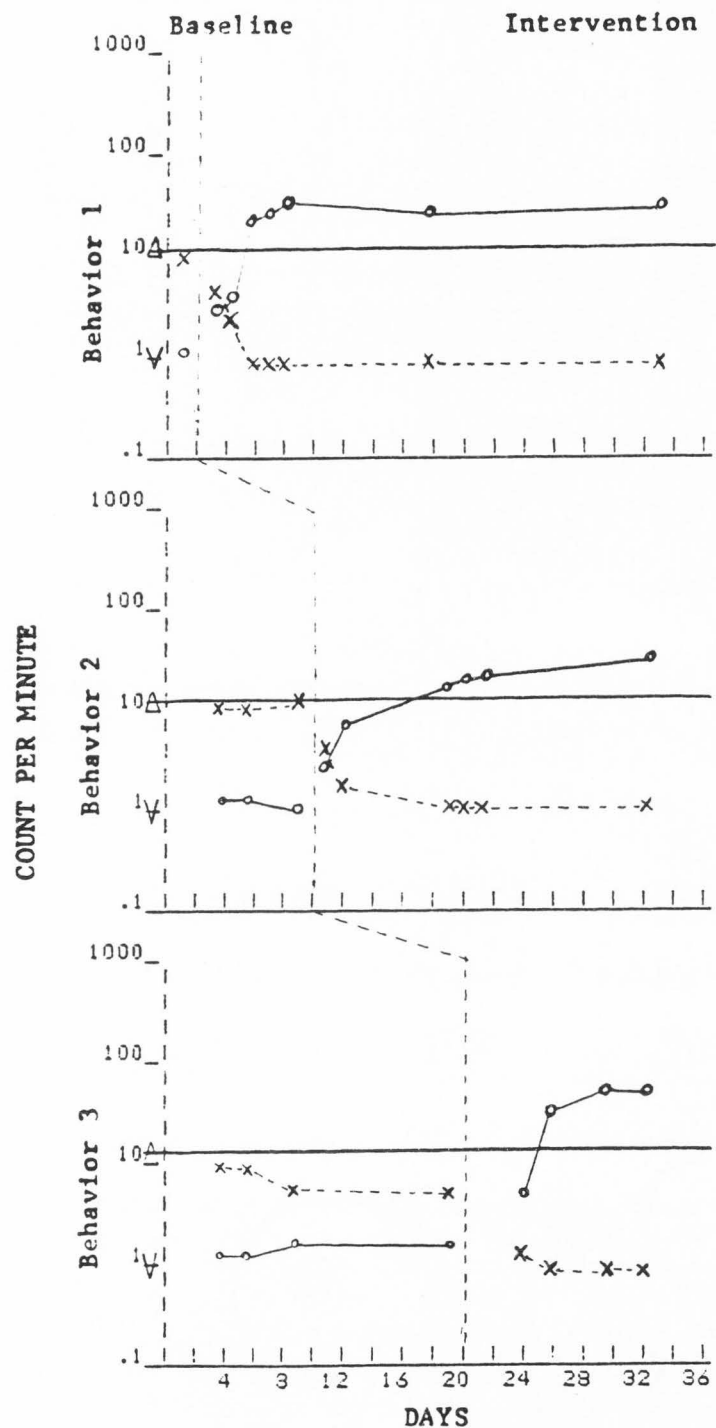


Figure 10. Rates of responding to governance competency facts over successive calendar days.

○ = correct response
X = incorrect response

Student 7

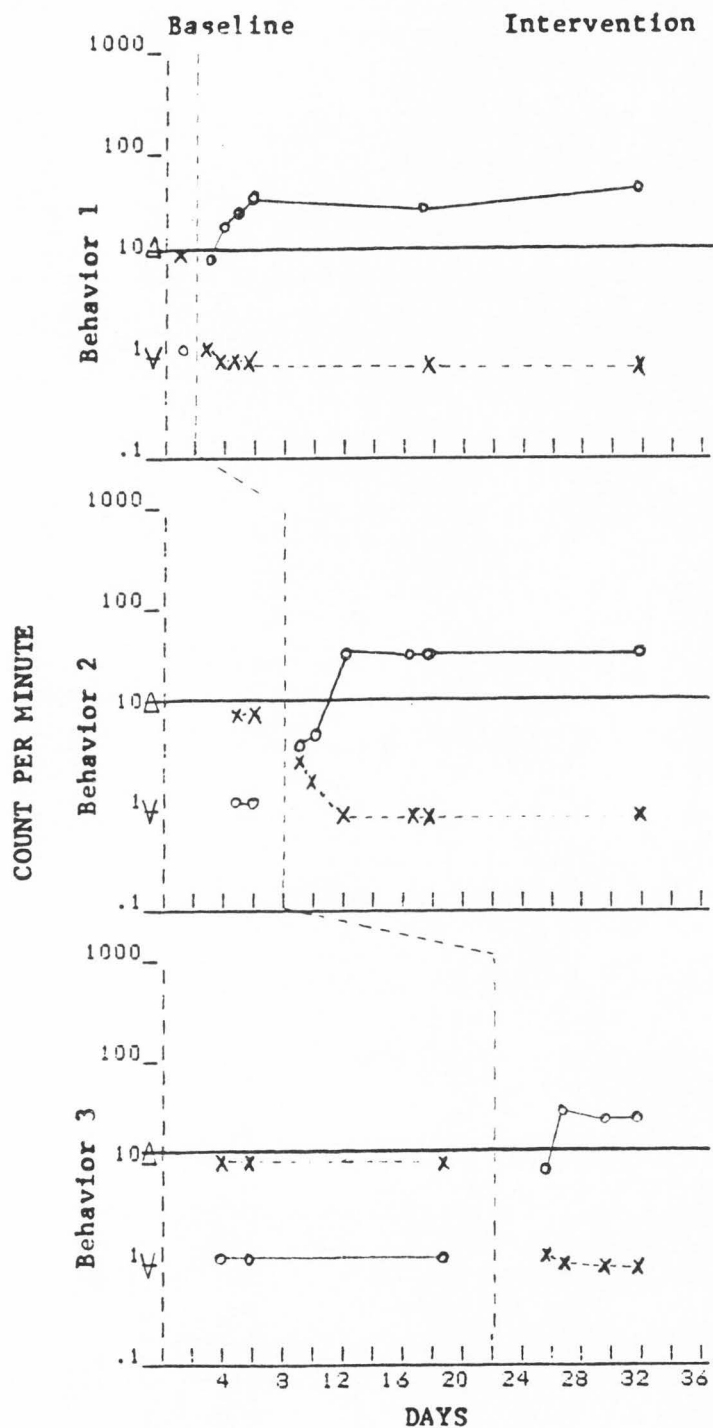


Figure 11. Rates of responding to governance competency facts over successive calendar days.

○ = correct response
X = incorrect response

Student 8

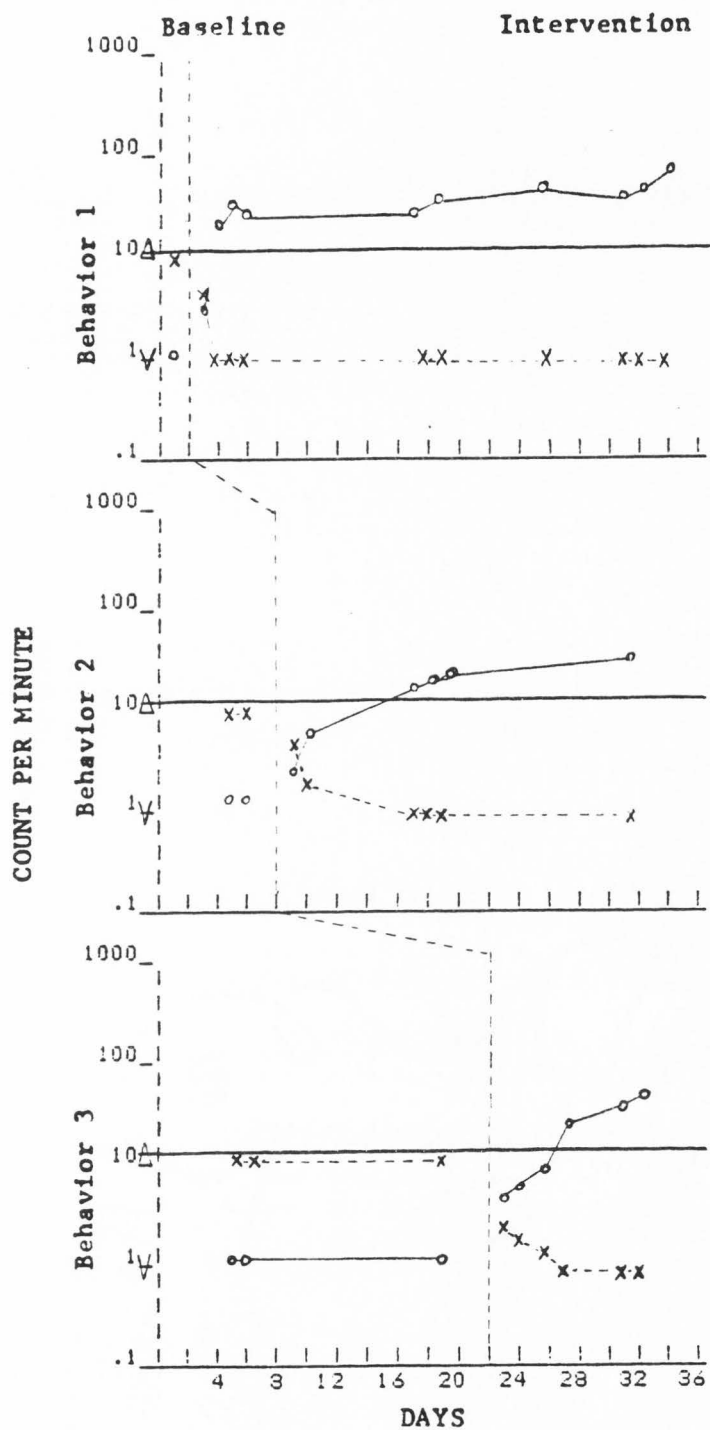


Figure 12. Rates of responding to governance competency facts over successive calendar days.

○ = correct response
X = incorrect response

Student 1

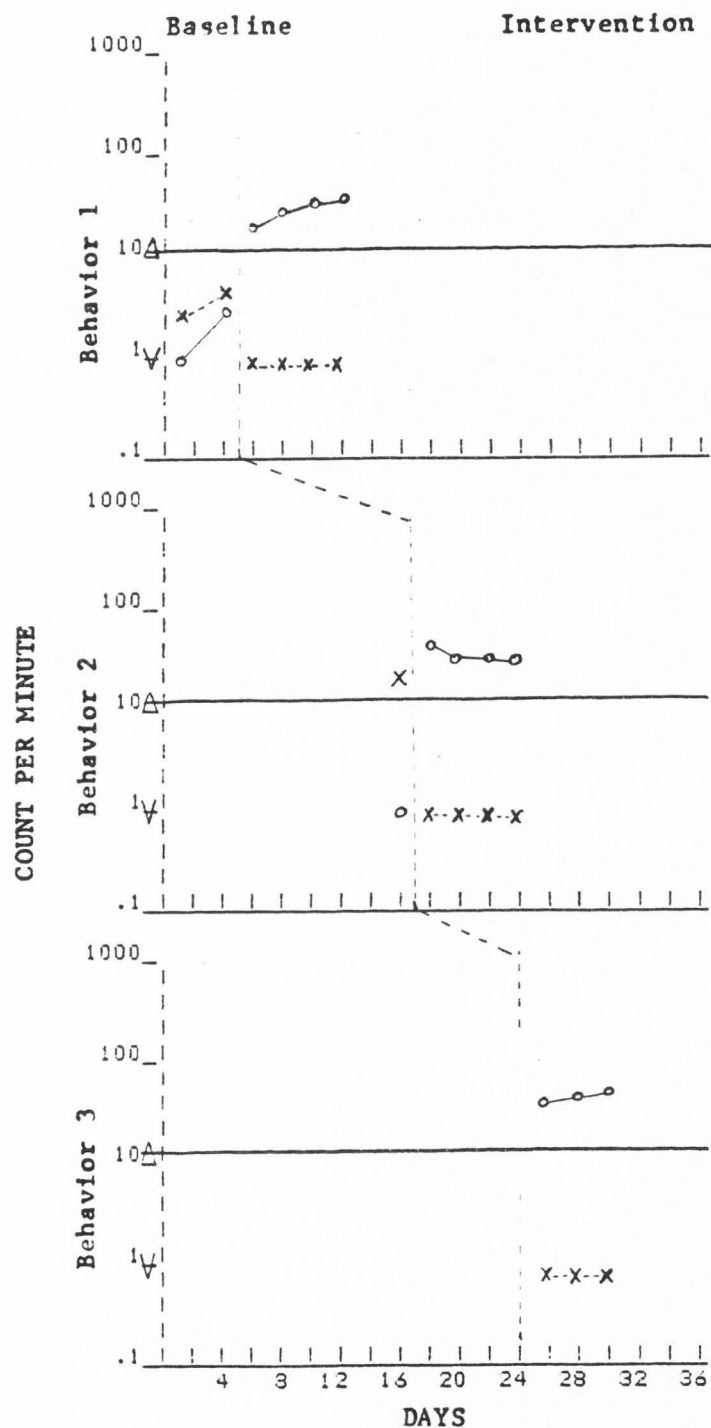


Figure 13. Rates of responding to governance competency facts over successive calendar days.

○ = correct response
X = incorrect response

Student 2

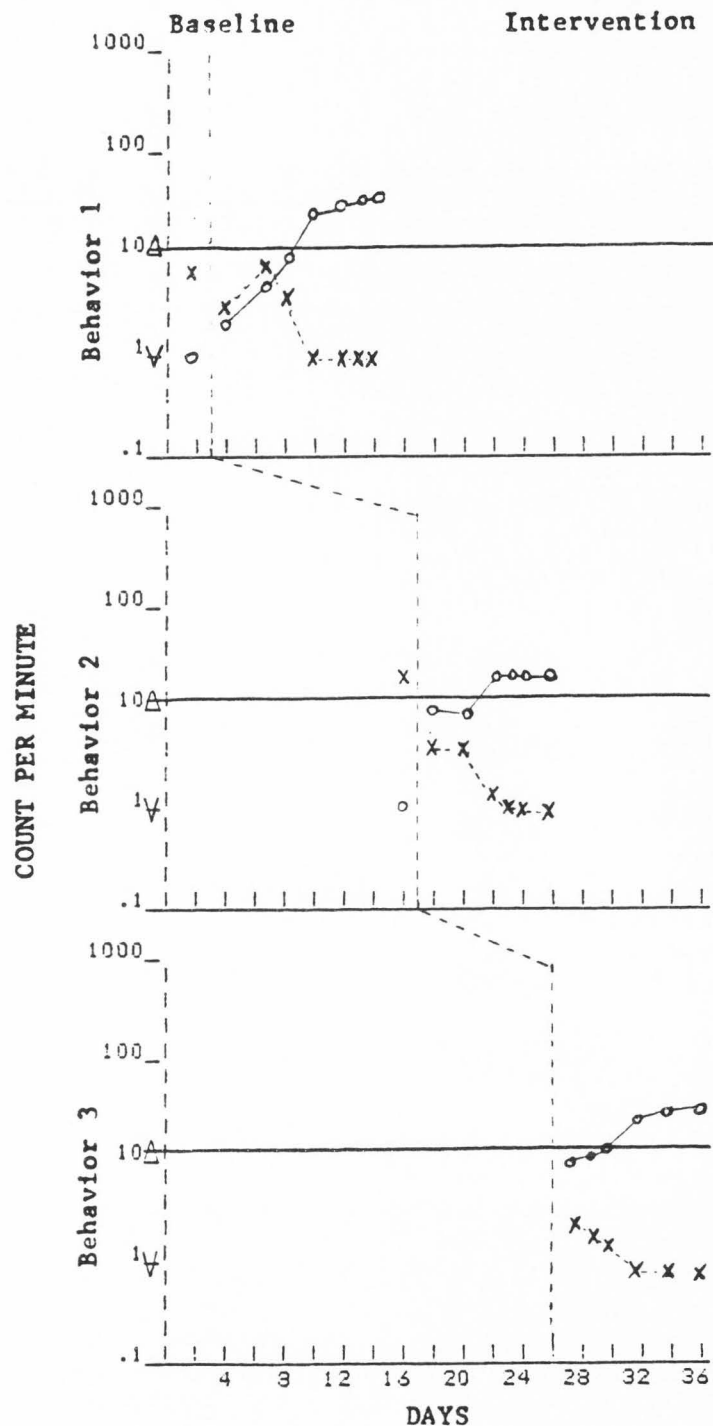


Figure 14. Rates of responding to governance competency facts over successive calendar days.

○ = correct response
X = incorrect response

Student 3

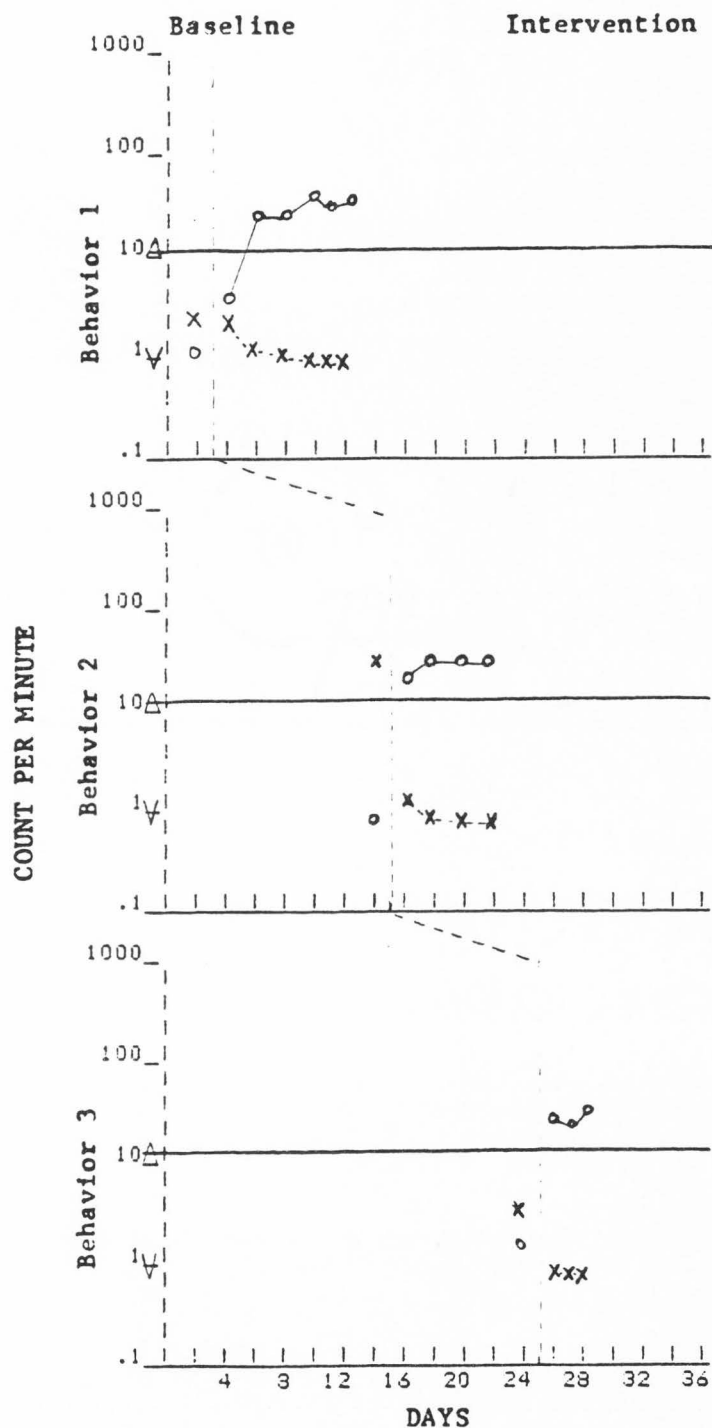


Figure 15. Rates of responding to governance competency facts over successive calendar days.

○ = correct response
X = incorrect response

Student 4

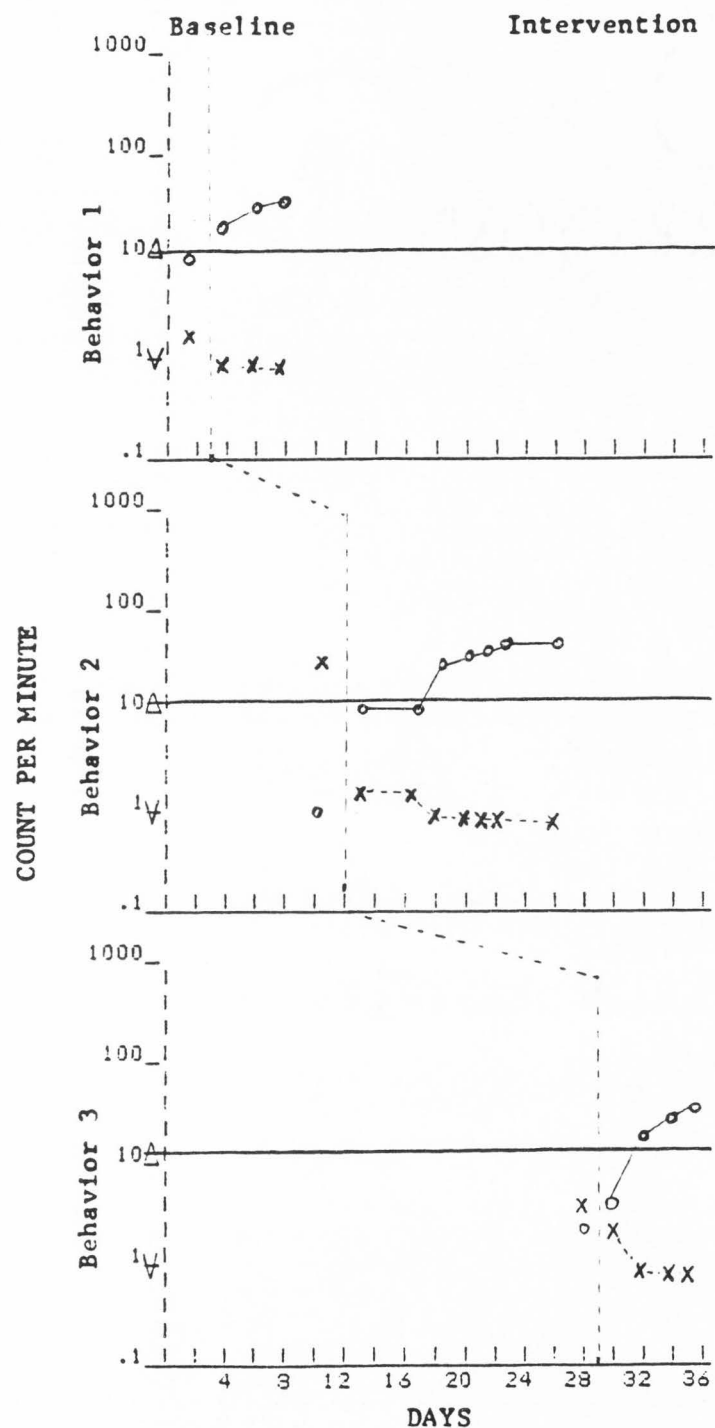
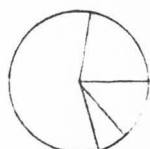


Figure 16. Rates of responding to governance competency facts over successive calendar days.

○ = correct response
X = incorrect response

APPENDIX A

Governance-Section A



1. Which area receives the least dollar amount?
2. Which area is the second most costly?
3. This graph tells you:
20. Definition of democracy: secret ballot, one vote per person, leaders are responsible to people.
21. Federal is used when referring to: national government.
25. The tax you pay when purchaasing groceries: sales tax.
26. The tax you pay each year on a home: property tax.
27. The tax that is deducted from your paycheck: income tax.
34. Which document proclaimed we were no longer an English colony? Declaration of Independence
35. Which document contains the amendments and guidelines for the office of President and Congress? Constitution
36. Which document is the foundation of our national government? Constitution
37. What must be mentioned in a search warrant? The reason, the place and the person or things to be seized.
38. Concept not in the Bill of Rights: You may be required to testify against yourself in court.
39. The government may require this of you: To serve on a jury.
43. Money placed in temporary custody of the court until the trial: bail.
44. What happens to the person after he pays the bail? He is free on bail.
46. A city law is called: an ordinance.

Governance-Section 8

7. A major function of state and local courts: to make judgments about conflicting claims.
8. This is not a function of state and local governments: manage the post office.
9. An area in a county that is not part of a city is governed by: the county commissioners.
13. Which office would you contact to obtain license plates for your car? State Tax Commission.
14. If you wish to express your opinion at the national level, whom would you contact? Congressman.
15. Whom would you contact to find what you can legally build on your property? Planning and Zoning Chairperson.
16. Which branch of government is responsible for making laws? legislative.
17. If the President vetoes a law passed by Congress, this is an example of: checks and balances.
18. Which branch of government can declare a law unconstitutional? Judicial.
22. This is not a function of the Judicial system: make laws.
23. These are rights you have as a citizen of the United States: Innocent until proven guilty, legal help, and jury trial.
24. Which is the highest court in the United States? U.S. Supreme Court.
41. Who is the Commander-in-Chief of the military forces of the U.S.? President.
42. The President of the U.S. does not have the authority to: set a tax for Cache County.
45. Who makes the laws applying just to a single city? City Council or Town Board.
49. If the President dies in office, who becomes the new President? Vice President.
50. If public property is vandalized, who usually pays for the repair? the taxpayers.

Governance-Section C

4. What is a purpose of the political party system in the U.S.? It allows a voter to choose.
5. What is the first stage of citizen participation in a political party? mass or precinct meeting.
6. What type of election is used to select a party's candidate? primary election.
10. The number of representatives a state has in the House of Representatives is based on: The population of a state.
11. The number of senators a state has is based on: equality among states.
12. Why does New York have more representatives than Utah? It has more people.
19. Definition of bill: a proposed law before Congress.
28. Requirements for voting: Be of voting age, a citizen and registered.
29. Before you can vote in the next election: you must be registered.
30. If you know you will be out of town on election day: obtain an absentee ballot.
31. Most mayors and governors are elected for a term of : 4 years.
32. A U.S. Senator is elected for a term of: 6 years.
33. A member of the House of Representatives is elected for a term of: 2 years.
40. Each state has the same number of electoral votes as: The total number of members of Congress from the state.
47. What is the minimum age to vote for President of the U.S.? 18 years old.
48. When voting for political candidates, you may: vote straight ticket, split ticket or write in another candidate's name.

APPENDIX B

Governance-Section A



1. Which area receives the least dollar amount?
2. Which area is the second most costly?
3. This graph tells you:
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21. Federal is used when referring to: national government.
25. The tax you pay when purchaasing groceries: sales tax.
26. The tax you pay each year on a home: property tax.
27. The tax that is deducted from your paycheck: income tax.
34. Which document proclaimed we were no longer an English colony? Declaration of Independence
35. Which document contains the amendments and guidelines for the office of President and Congress? Constitution
36. Which document is the foundation of our national government? Constitution
37. What must be mentioned in a search warrant? The reason, the place and the person or things to be seized.
38. Concept not in the Bill of Rights: You may be required to testify against yourself in court.
39. The government may require this of you: To serve on a jury.
43. Money placed in temporary custody of the court until the trial: bail.
44. What happens to the person after he pays the bail? He is free on bail.
46. A city law is called: an ordinance.
51. The number of Senators each state has is authorized by: The Constitution.
52. This states certain rights we enjoy as U.S. citizens: Bill of Rights.
53. The first 10 amendments to the Constitution are called: Bill of Rights.
54. A pardon issued by a President or Governor for crimes committed: Amnesty.
55. A legal term used to state that a person cannot be tried for the same crime twice: Double Jeopardy.
56. A constitutional law that requires a person to be charged for a crime or be released: Habeas Corpus.
57. The early release of a prisoner on condition of continued good behavior: pangle.
58. A court document which orders a person to appear in court: subpoena.

Governance-Section B

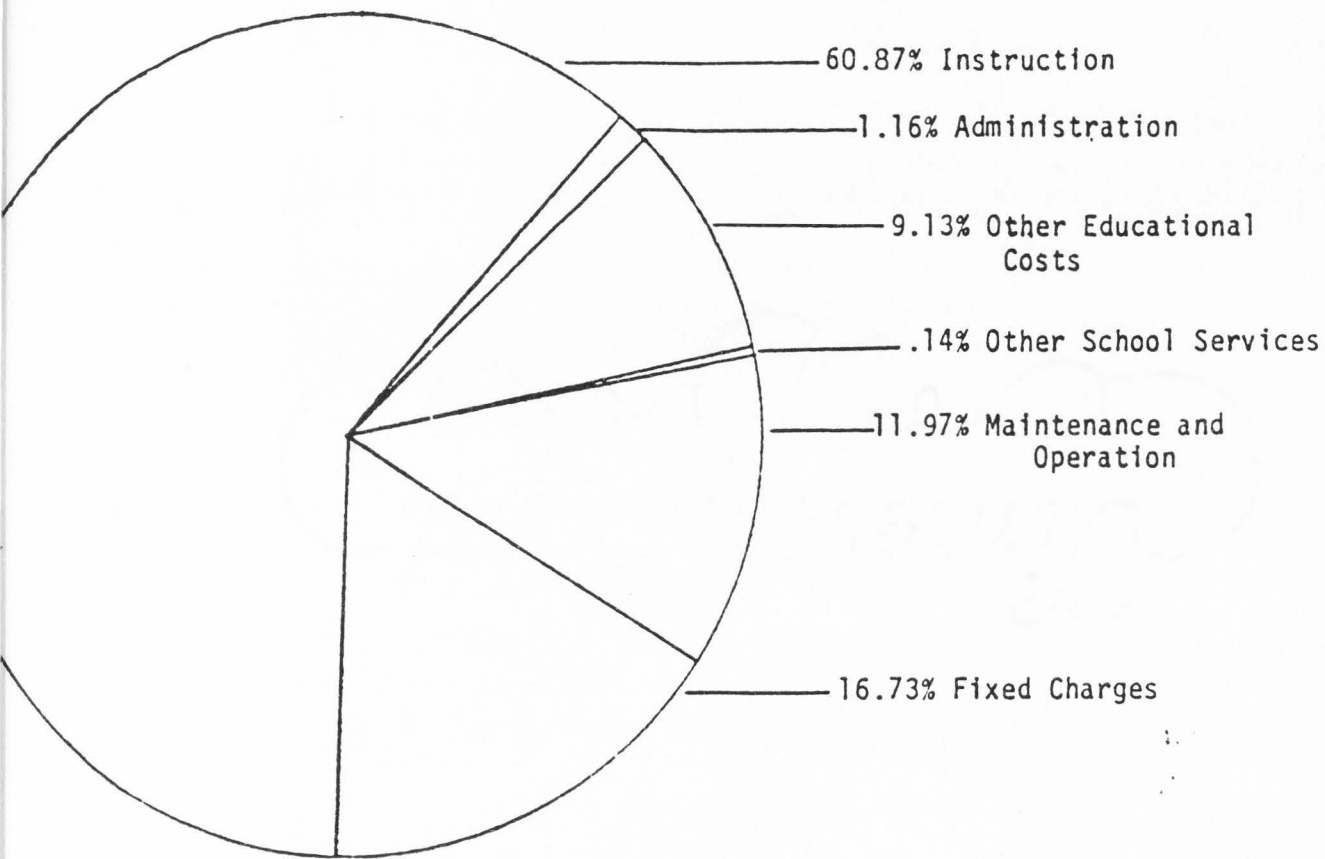
7. A major function of state and local courts: to make judgments about conflicting claims.
8. This is not a function of state and local governments: manage the post office.
9. An area in a county that is not part of a city is governed by: the county commissioners.
13. Which office would you contact to obtain license plates for your car? State Tax Commission.
14. If you wish to express your opinion at the national level, whom would you contact? Congressman.
15. Whom would you contact to find what you can legally build on your property? Planning and Zoning Chairperson.
16. Which branch of government is responsible for making laws? legislative.
17. If the President vetoes a law passed by Congress, this is an example of: checks and balances.
18. Which branch of government can declare a law unconstitutional? Judicial.
22. This is not a function of the Judicial system: make laws.
23. These are rights you have as a citizen of the United States: Innocent until proven guilty, legal help, and jury trial.
24. Which is the highest court in the United States? U.S. Supreme Court.
41. Who is the Commander-in-Chief of the military forces of the U.S.? President.
42. The President of the U.S. does not have the authority to: set a tax for Cache County.
45. Who makes the laws applying just to a single city? City Council or Town Board.
49. If the President dies in office, who becomes the new President? Vice President.
50. If public property is vandalized, who usually pays for the repair? the taxpayers.
59. This service is controlled by state government: Issue driver's licenses.
60. The responsibility of the County Assessor is: to establish property values.
61. What are the 3 branches of government? Executive, legislative and judicial.
62. Keeping any one branch of the government from becoming too strong: checks and balances.
63. Which branch of government interprets the law, determines guilt and settles conflicting claims? Judicial.
64. Which court decides whether a federal law is Constitutional? U.S. Supreme Court.
65. Who has the authority to propose legislation to be passed by Congress? President.
66. Which branch of government is responsible for enforcing laws? Executive.

Governance-Section C

4. What is a purpose of the political party system in the U.S.? It allows a voter to choose.
5. What is the first stage of citizen participation in a political party? mass or precinct meeting.
6. What type of election is used to select a party's candidate? primary election.
10. The number of representatives a state has in the House of Representatives is based on: The population of a state.
11. The number of senators a state has is based on: equality among states.
12. Why does New York have more representatives than Utah? It has more people.
19. Definition of bill: a proposed law before Congress.
28. Requirements for voting: Be of voting age, a citizen and registered.
29. Before you can vote in the next election: you must be registered.
30. If you know you will be out of town on election day: obtain an absentee ballot.
31. Most mayors and governors are elected for a term of : 4 years.
32. A U.S. Senator is elected for a term of: 6 years.
33. A member of the House of Representatives is elected for a term of: 2 years.
40. Each state has the same number of electoral votes as: The total number of members of Congress from the state.
47. What is the minimum age to vote for President of the U.S.? 18 years old.
48. When voting for political candidates, you may: vote straight ticket, split ticket or write in another candidate's name.
67. The final selection of a candidate who will hold office is made during: general election.
68. How many U.S. Senators does each state have? 2
69. The President is elected for a term of: 4 years.
70. Who formally elects the President and Vice President? electoral college.
71. The two houses of the U.S. Congress: Senate and House of Representatives.
72. A bill that has passed both houses and signed by the President. law.
73. To charge a public official with misconduct in office before a proper court of justice: Impeachment.
74. The two largest political parties are: Republicans and Democrats.
75. What happens in a mass meeting? They elect delegates to party conventions.

APPENDIX C

THE SCHOOL DOLLAR
M. & O. FUND
WHERE IT GOES



Directions: Use the graph above to answer questions 1 through 3.

1. With a total budget of \$11,010,967, which area receives the least dollar amount?
 - A. other educational costs
 - B. other school services
 - C. fixed charges
 - D. instruction
2. Based upon the graph, the second most costly area is
 - A. fixed charges
 - B. administration
 - C. instruction
 - D. maintenance and operation
3. This graph tells you
 - A. how much money the District receives
 - B. that school money comes from property taxes
 - C. how the money received will be spent
 - D. how much each principal is paid

- 4) What is the purpose of the political party system in the United States?
- A. ensure that only official points of view are expressed
 - B. prevent several political ideas from being presented
 - C. allow a voter to choose between various points of view
 - D. obey the instructions concerning political parties found in the U.S. Constitution
- 5) Which is the first stage of citizen participation in a political party?
- A. county convention
 - B. national convention
 - C. mass or precinct meeting
 - D. state convention
- 6) Which type of election is used to select a party's candidate for an office?
- A. general election
 - B. primary election
 - C. recall election
 - D. referendum
- 7) A major function of state and local courts is to
- A. make laws determining what acts shall be legal or illegal
 - B. arrest persons who have committed crimes
 - C. make judgements about conflicting claims
 - D. train persons to be civil and criminal lawyers
- 8) Your state and local government may do all of the following except
- A. issue deer hunting permits
 - B. manage the post office
 - C. collect garbage
 - D. provide public schools
- 9) An area in Cache County that is not part of a city is governed by:
- A. the city council of the nearest city
 - B. the League of Cache Mayors
 - C. the Cache County Commissioners
 - D. the Bear River Association of Governments (BRAG)

- 10) The number of representatives a state has in the House of Representatives of the U.S. Congress is based on
- A. equality among states
 - B. the population of a state
 - C. the number of registered voters in a state
 - D. the land area of a state
- 11) The number of senators a state has in the U.S. Congress is based on
- A. the population of a state
 - B. the land area of a state
 - C. equality among states
 - D. the number of registered voters in a state
- 12) For what reason does California have more representatives in Congress than Utah
- A. it has more land area
 - B. it has more registered voters
 - C. it has more people
 - D. it had more people voting in the last election
- 13) Which office would you contact to obtain license plates for your car?
- A. Highway Patrol
 - B. State Tax Commission
 - C. State Industrial Commission
 - D. State Social Services
- 14) If you wish to express your opinion on gun control at the national level, whom would you contact
- A. Congressman
 - B. Governor
 - C. Mayor
 - D. County Commissioner
- 15) Who would you contact to find what you can legally build on your property?
- A. State Senator
 - B. Planning and Zoning Chairperson
 - C. Fire Chief
 - D. Postmaster

- 16) Which branch of government is responsible for making laws?
- A. Legislative
 - B. Executive
 - C. Judicial
 - D. Military
- 17) The President can veto a law passed by Congress; this is an example of
- A. impeachment
 - B. referendum
 - C. filibuster
 - D. checks and balances
- 18) Some laws are declared unconstitutional. Which branch of government has this responsibility?
- A. Legislative
 - B. Executive
 - C. Judicial
 - D. Military
- 19) Which of the following is the most correct definition for the word bill ?
- A. a proposed law before Congress
 - B. a law
 - C. an executive order
 - D. an amendment
- 20) Which of the following best describes "democracy"?
- A. secret ballot with real choices between candidates
 - B. one vote per person
 - C. leaders responsible to people
 - D. all of the above
- 21) The word "federal" is used when referring to which of the following?
- A. state government
 - B. national government
 - C. city government
 - D. county government

- 22) Which is not a function of the American Judicial system?
- A. determine guilt
 - B. interpret the law
 - C. make laws
 - D. settle conflicting claims
- 23) Which is a right you enjoy as a citizen of the United States?
- A. the right of a jury trial
 - B. the right to be considered innocent until proven guilty
 - C. the right to legal help
 - D. all of the above
- 24) Which is the highest court in the United States?
- A. U.S. District Court
 - B. State Supreme Court
 - C. Municipal Court
 - D. U.S. Supreme Court
- 25) You have just purchased some groceries, and the bill includes tax. What kind of tax is it?
- A. excise tax
 - B. sales tax
 - C. property tax
 - D. income tax
- 26) The tax one pays each year on a home is a form of
- A. excise tax
 - B. sales tax
 - C. property tax
 - D. income tax
- 27) A tax is deducted from your paycheck; it is
- A. excise tax
 - B. sales tax
 - C. property tax
 - D. income tax
- 28) What must an individual do to vote?
- A. be registered
 - B. be a citizen
 - C. be of voting age
 - D. all of the above

29) What must be done before you will be allowed to vote in the next election?

- A. be registered
- B. pay the poll tax
- C. pass the literacy test
- D. all of the above

30) You know you will be out of town during the next election and wish to vote. What can you do?

- A. go to the nearest voting station and show your voting card
- B. obtain an absentee ballot
- C. vote when you get back
- D. none of the above

31) Most mayors and governors are elected for a term of

- A. 2 years
- B. 4 years
- C. 6 years
- D. 8 years

32) A United States Senator is elected for a term of

- A. 2 years
- B. 4 years
- C. 6 years
- D. 8 years

33) A member of the House of Representatives is elected for a term of

- A. 2 years
- B. 4 years
- C. 6 years
- D. 8 years

34) Which document proclaimed we were no longer an English colony?

- A. Bill of Rights
- B. Articles of Confederation
- C. Constitution
- D. Declaration of Independence

- 35) Which document contains the amendments and sets terms of office for the Presidency and Congress?
- A. Constitution
 - B. Gettysburg Address
 - C. Articles of Confederation
 - D. Monroe Doctrine
- 36) Which document is the foundation of our national government?
- A. Declaration of Independence
 - B. Magna Charta
 - C. Emancipation Proclamation
 - D. Constitution
- 37) Which of the following must be mentioned in a search warrant?
- A. the reason for the search
 - B. the place to be searched
 - C. the person or things to be seized
 - D. all of the above
- 38) Which ideas or concepts are not in the Bill of Rights?
- A. you may practice religion as you wish
 - B. you may be required to testify against yourself in court
 - C. you may appeal a court decision against you
 - D. you may protest a governmental policy
- 39) Which of the following may the government require of you?
- A. require you to stand trial twice for the same crime
 - B. require you to pay extremely high bail for a minor crime
 - C. require you to serve on a jury
 - D. require you to open your home to a policeman who does not have a search waarrant
- 40) The President and Vice-President are formally elected by men and women, called electors, who serve in the Electoral College. Each state has the same number of electoral votes as:
- A. the total number of members of Congress from the state.
 - B. the total population of the state.
 - C. the number of registered voters in the state.
 - D. the percent of citizens who voted in the last election.

- 41) Which of the following is the Commander-in-Chief of the military forces of the United States?
- A. Secretary of State
 - B. Chief of Staff
 - C. an Army General
 - D. the President of the United States
- 42) The President of the United States has authority to do all of the following except
- A. choose his cabinet
 - B. establish the tax for Cache County
 - C. veto legislation
 - D. propose legislation for Congress

Directions: Use the following information to answer questions 43 and 44.

While awaiting trial a person may be allowed to carry on his daily activities without being in jail if he places a certain amount of money in the temporary custody of the court.

- 43) This money is known as
- A. a political contribution
 - B. a bail
 - C. a warrant
 - D. a trust fund
- 44) The person awaiting trial is now
- A. free on bail
 - B. able to legally leave the state without the court's permission
 - C. restricted to his house
 - D. limited to working only within the limits of his city

45) Who makes the laws applying just to a single city?

- A. the mayor
- B. the County Commission
- C. the City Council or Town Board
- D. the District President

46) A city law is called

- A. a recall
- B. an amendment
- C. a referendum
- D. an ordinance

47) What is the minimum age to vote for the President of the United States?

- A. 18 years
- B. 19 years
- C. 21 years
- D. 25 years

48) When voting for political candidates, you may

- A. vote a straight ticket
- B. vote a split ticket
- C. write in another candidates name
- D. all of the above

49) The President dies while in office. Who becomes the new President?

- A. the Speaker of the House
- B. the Secretary of State
- C. the Chief Justice of the Supreme Court
- D. none of the above

50) Public property is vandalized. Who usually pays for the repair?

- A. the taxpayers
- B. a public donation
- C. only wealthy citizens
- D. only the people who use the facility

NAME: _____

PRETEST

DATE: _____

GOVERNANCE COMPETENCY TEST

- | | |
|-----|-----|
| 1. | 26. |
| 2. | 27. |
| 3. | 28. |
| 4. | 29. |
| 5. | 30. |
| 6. | 31. |
| 7. | 32. |
| 8. | 33. |
| 9. | 34. |
| 10. | 35. |
| 11. | 36. |
| 12. | 37. |
| 13. | 38. |
| 14. | 39. |
| 15. | 40. |
| 16. | 41. |
| 17. | 42. |
| 18. | 43. |
| 19. | 44. |
| 20. | 45. |
| 21. | 46. |
| 22. | 47. |
| 23. | 48. |
| 24. | 49. |
| 25. | 50. |

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- C. the right to legal help
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14) If you wish to express your opinion on gun control at the national level, whom would you contact

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- C. Judicial
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- B. national government
- C. city government
- D. county government

6) Which type of election is used to select a party's candidate for an office?

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- C. recall election
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- 7) A major function of state and local courts is to
- A. make laws determining what acts shall be legal or illegal
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- 22) Which is not a function of the American Judicial system?
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- A. U.S. District Court
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 - C. the Chief Justice of the Supreme Court
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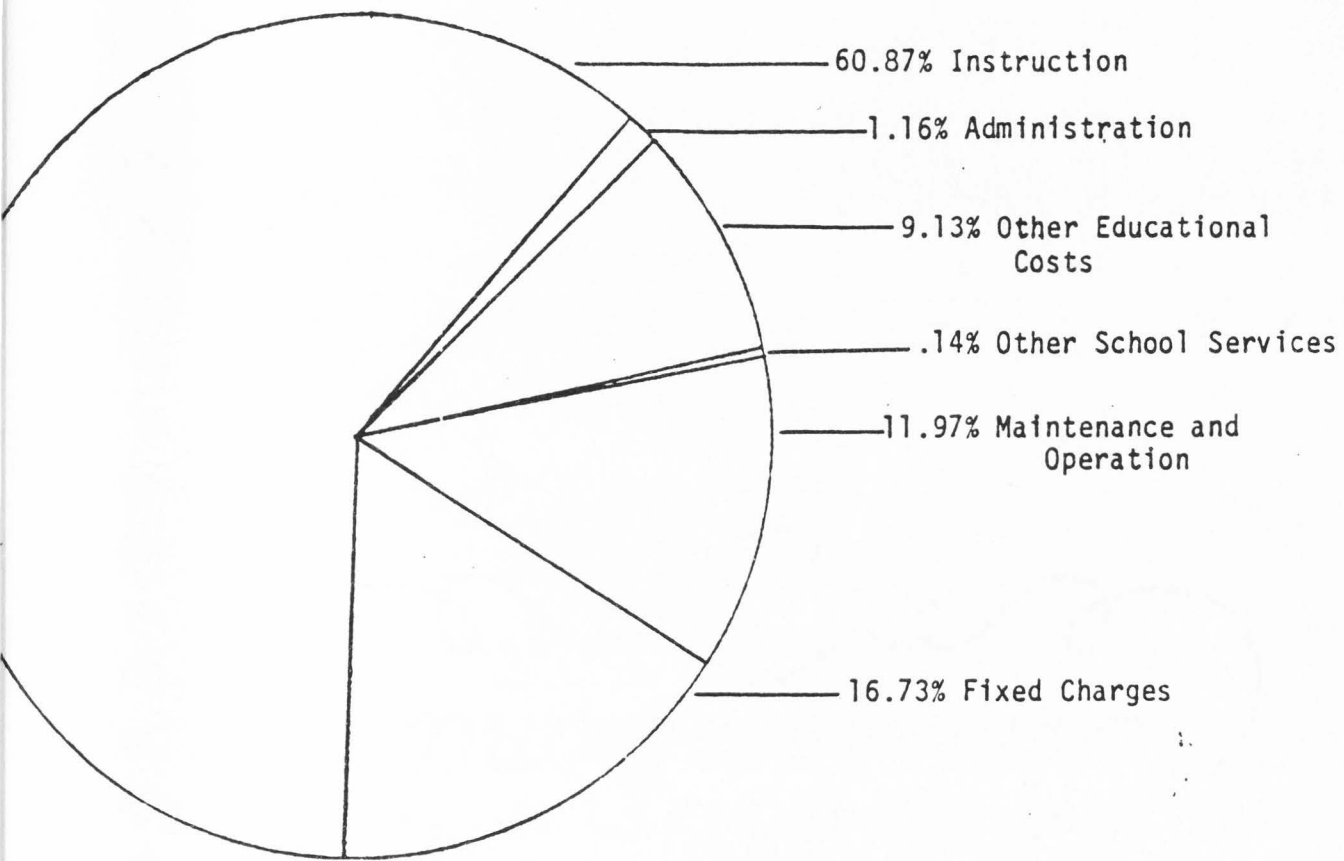
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THE SCHOOL DOLLAR
M. & O. FUND
WHERE IT GOES



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NAME: _____

SECTION A

DATE: _____

GOVERNANCE COMPETENCY TEST

- | | |
|-----|-----|
| 17. | 27. |
| 5. | 29. |
| 46. | 30. |
| 8. | 31. |
| 9. | 33. |
| 13. | 34. |
| 23. | 41. |
| 14. | 35. |
| 15. | 36. |
| 18. | 28. |
| 43. | 38. |
| 44. | 39. |
| 19. | 11. |
| 20. | 12. |
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| 21. | 42. |
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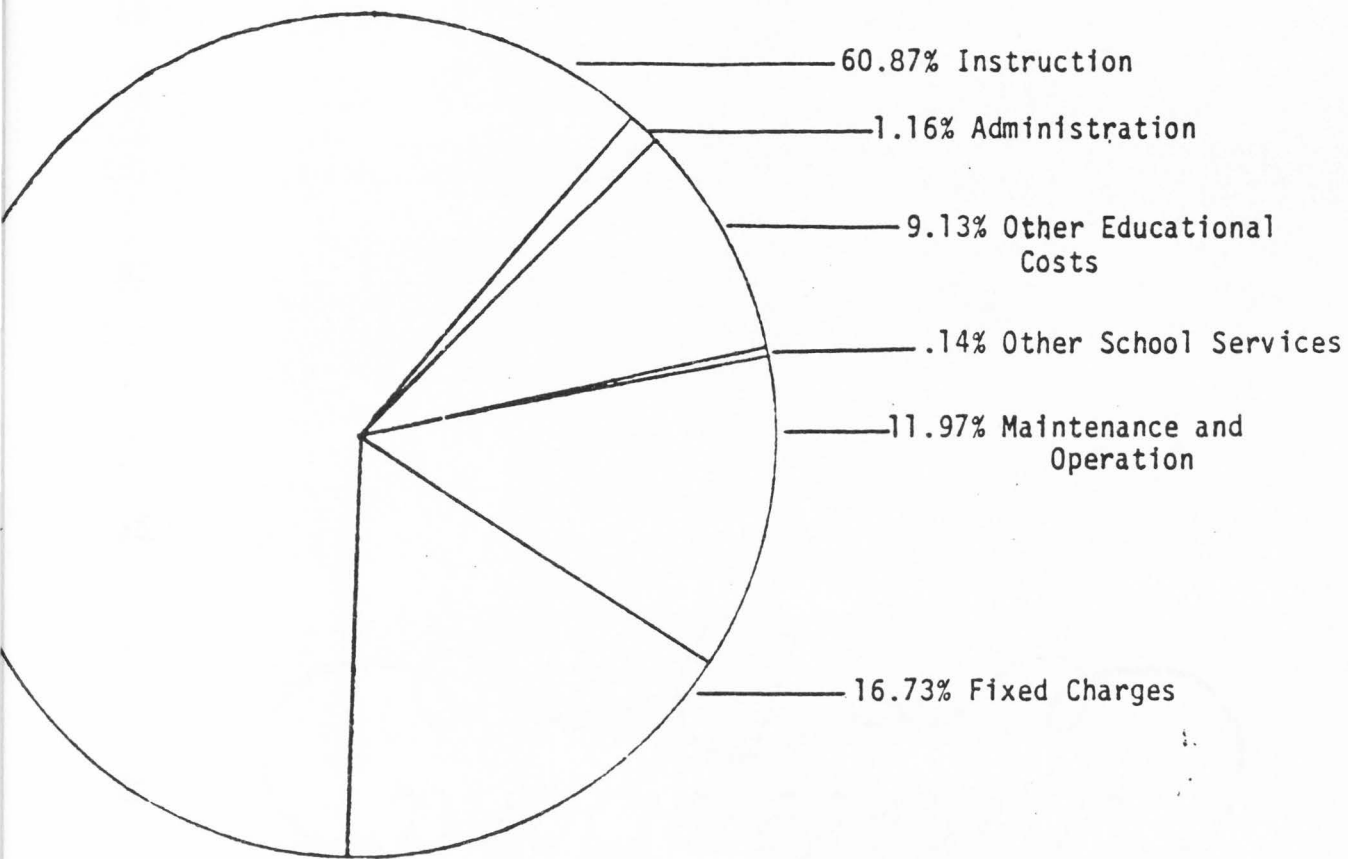
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SECTION B

DATE: _____

GOVERNANCE COMPETENCY TEST

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|-----|-----|
| 8. | 36. |
| 4. | 28. |
| 6. | 30. |
| 7. | 31. |
| 10. | 16. |
| 11. | 20. |
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| 44. | 38. |
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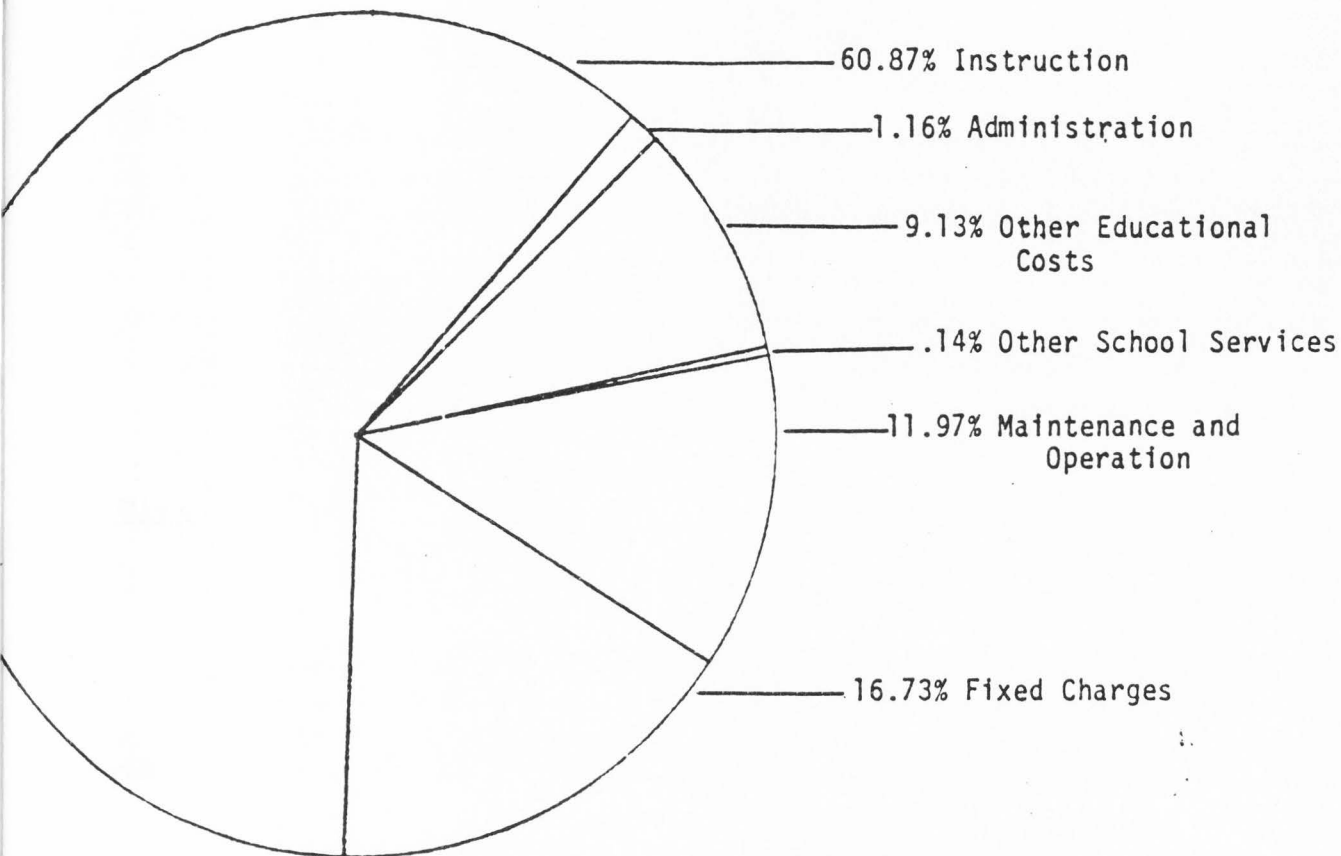
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NAME: _____

SECTION C

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|-----|-----|
| 25. | 29. |
| 4. | 24. |
| 8. | 30. |
| 10. | 33. |
| 49. | 41. |
| 11. | 34. |
| 27. | 35. |
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| 22. | 7. |
| 36. | 31. |
| 23. | 46. |
| 42. | 50. |
| 26. | 28. |

APPENDIX D

Pre-Skills - Section A - Governance

Read words at a rate of 100 per minute.

- | | | |
|------------------|------------------|----------------|
| 1. graph | 21. deducted | 41. required |
| 2. least | 22. paycheck | 42. testify |
| 3. definition | 23. income tax | 43. court |
| 4. federal | 24. document | 44. against |
| 5. national | 25. proclaimed | 45. serve |
| 6. government | 26. English | 46. jury |
| 7. democracy | 27. colony | 47. awaiting |
| 8. secret | 28. Declaration | 48. trial |
| 9. ballot | 29. Independence | 49. activities |
| 10. responsible | 30. amendments | 50. jail |
| 11. monthly | 31. Presidency | 51. temporary |
| 12. expenses | 32. Congress | 52. custody |
| 13. insurance | 33. Constitution | 53. bail |
| 14. costly | 34. foundation | 54. law |
| 15. receives | 35. mentioned | 55. ordinance |
| 16. amount | 36. search | |
| 17. sales tax | 37. warrant | |
| 18. purchased | 38. seized | |
| 19. groceries | 39. ideas | |
| 20. property tax | 40. concepts | |

Pre-Skills - Section B - Governance

Read words at a rate of 100 per minute.

- | | | |
|-------------------|----------------------|------------------------|
| 1. major | 23. property | 45. legal |
| 2. function | 24. Planning | 46. jury |
| 3. courts | 25. Zoning | 47. trial |
| 4. local | 26. Chairperson | 48. highest |
| 5. judgments | 27. branch | 49. Supreme Court |
| 6. conflicting | 28. responsible | 50. taxpayers |
| 7. claims | 29. Legislative | 51. military forces |
| 8. governments | 30. President | 52. authority |
| 9. manage | 31. vetoes | 53. Cache County |
| 10. post office | 32. Congress | 54. applying |
| 11. county | 33. example | 55. single |
| 12. governed | 34. checks | 56. City Council |
| 13. commissioners | 35. balances | 57. Town Board |
| 14. contact | 36. declare | 58. dies |
| 15. obtain | 37. guilty | 59. Vice President |
| 16. license | 38. Judicial | 60. public |
| 17. Commission | 39. system | 61. property |
| 18. express | 40. citizen | 62. vandalized |
| 19. opinion | 41. United States | 63. repair |
| 20. national | 42. innocent | 64. Commander-in-Chief |
| 21. Congressman | 43. proven | |
| 22. legally | 44. unconstitutional | |

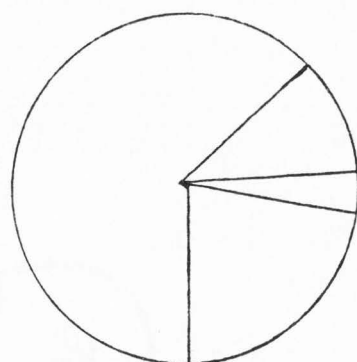
Pre-Skills - Section C - Governance

Read words at a rate of 100 per minute.

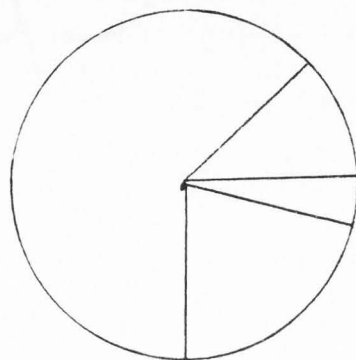
- | | |
|----------------------|---------------------|
| 1. purpose | 22. Congress |
| 2. political | 23. requirements |
| 3. system | 24. voting |
| 4. voter | 25. registered |
| 5. stage | 26. obtain |
| 6. citizen | 27. absentee ballot |
| 7. participation | 28. mayors |
| 8. party | 29. governors |
| 9. mass | 30. elected |
| 10. precinct meeting | 31. term |
| 11. election | 32. member |
| 12. select | 33. state |
| 13. candidate | 34. number |
| 14. primary election | 35. electoral |
| 15. representatives | 36. votes |
| 16. population | 37. total |
| 17. senators | 38. minimum |
| 18. equality | 39. President |
| 19. New York | 40. straight ticket |
| 20. definition | 41. split ticket |
| 21. proposed | 42. write |

APPENDIX E

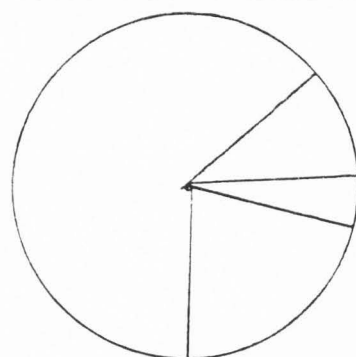
Which area re-
ceives the least
dollar amount?



Which area is the
second most cost-
ly?



This graph tells
you:



Definition of democracy:

secret ballot, one vote per
person, leaders are respon-
sible to people

Federal is used when referring
to:

national government

The tax you pay when purchasing groceries:

sales tax

The tax you pay each year on a home:

property tax

The tax that is deducted from your paycheck:

income tax

Which document proclaimed we were no longer an English colony?

Declaration of Independence

Which document contains the amendments and guidelines for the office of President and Congress?

Constitution

Which document is the foundation of our national government?

Constitution

What must be mentioned in a search warrant?

The reason, the place and the person or things to be seized.

Concept not in the Bill of Rights:

you may be required to testify against yourself in court

The government may require this of you:

to serve on a jury

Money placed in temporary custody of the court until the trial:

bail

What happens to the person
after he pays bail?

He is free on bail.

A city law is called:

an ordinance

The number of Senators each
state has is authorized by:

the Constitution

This states certain rights we
enjoy as U.S. citizen:

Bill of Rights

The first 10 amendments to the
Constitution are called:

Bill of Rights

A pardon issued by a President
or Governor for crimes committed:

Amnesty

A legal term used to state that
a person cannot be tried for
the same crime twice:

double jeopardy

A constitutional law that re-
quires a person to be charged
for a crime or be released:

Habeas Corpus

The early release of a prison-
er on condition of continued
good behavior:

parole

A court document which orders a
person to appear in court:

subpoena

| | |
|--|---|
| A major function of state and local courts: | to make judgments about conflicting claims |
|--|---|

| | |
|--|------------------------|
| This is not a function of state and local government: | manage the post office |
|--|------------------------|

| | |
|--|--------------------------|
| An area in a county that is not part of a city is governed by: | the county commissioners |
|--|--------------------------|

| | |
|---|----------------------|
| Which office would you contact to obtain license plates for your car? | State Tax Commission |
|---|----------------------|

| | |
|--|-------------|
| If you wish to express your opinion at the national level, whom would you contact? | Congressman |
|--|-------------|

Whom would you contact to
find what you can legally
build on your property?

Planning and Zoning
Chairperson

Which branch of government is
responsible for making laws?

legislative

If the President vetoes a law
passed by Congress, this is
an example of:

checks and balances

Which branch of government can
declare a law unconstitutional?

Judicial

This is not a function of
the Judicial system:

make laws

These are rights you have
as a citizen of the United
States:

Innocent until proven
guilty, legal help, and
jury trial

Which is the highest court
in the United States?

U.S. Supreme Court

Who is the Commander-in-Chief of
the military forces of the U.S.?

President

The President of the U.S. does
not have the authority to:

set a tax for Cache County

Who makes the laws applying
just to a single city?

City Council or Town Board

If the President dies in office,
who becomes the new President?

Vice President

If public property is vandal-
ized, who usually pays for the
repair?

the taxpayers

This service is controlled by
state government:

Issue driver's licenses

The responsibility of the
County Assessor is:

to establish property
values

What are the 3 branches of
government?

Executive, legislative
and judicial

Keeping any one branch of the government from becoming too strong:

checks and balances

Which branch of government interprets the law, determines guilt and settles conflicting claims?

Judicial

Which court decides whether a federal law is Constitutional?

U. S. Supreme Court

Who has the authority to propose legislation to be passed by Congress?

President

Which branch of government is responsible for enforcing laws?

Executive

What is a purpose of the political party system in the U.S.?

It allows a voter to choose.

What is the first stage of citizen participation in a political party?

mas or precinct meeting

What type of election is used to select a party's candidate?

Primary election

The number of representatives a state has in the House of Representatives is based on:

the population of a state

The number of senators a state has is based on:

equality among states

Why does New York have more
representatives than Utah?

It has more people.

Definition of bill:

a proposed law before
Congress

Requirements for voting:

be of voting age, a citizen
and be registered

Before you can vote in the
next election:

you must be registered

If you know you will be out of
town on election day:

obtain an absentee ballot

Most mayors and governors are
elected for a term of:

4 years

A U.S. Senator is elected for
a term of:

6 years

A member of the House of Rep-
resentatives is elected for a
term of:

2 years

Each state has the same number
of electoral votes as:

the total number of members
of Congress from the state

What is the minimum age to vote
President of the U.S.?

18 years old

When voting for political
candidates, you may:

vote straight ticket, split
ticket or write in another
candidate's name

The final selection of a can-
didate who will hold office
is made during:

general election

How many U.S. Senators does
each state have?

2

The President is elected for a
term of:

4 years

Who formally elects the Presi-
dent and Vice President?

electoral college

The two houses of the U.S.
Congress:

Senate and House of Rep-
resentatives

A bill that has passed both
houses and signed by the
President:

law

To charge a public official with
misconduct in office before a
proper court of justice:

impeachment

The two largest political
parties are:

Republicans and Democrats

What happens in a mass meeting?

They elect delegates to
party conventions.

APPENDIX F

Governance Competency Test

Date:

[illegible]

Governance Competency Test

Date:

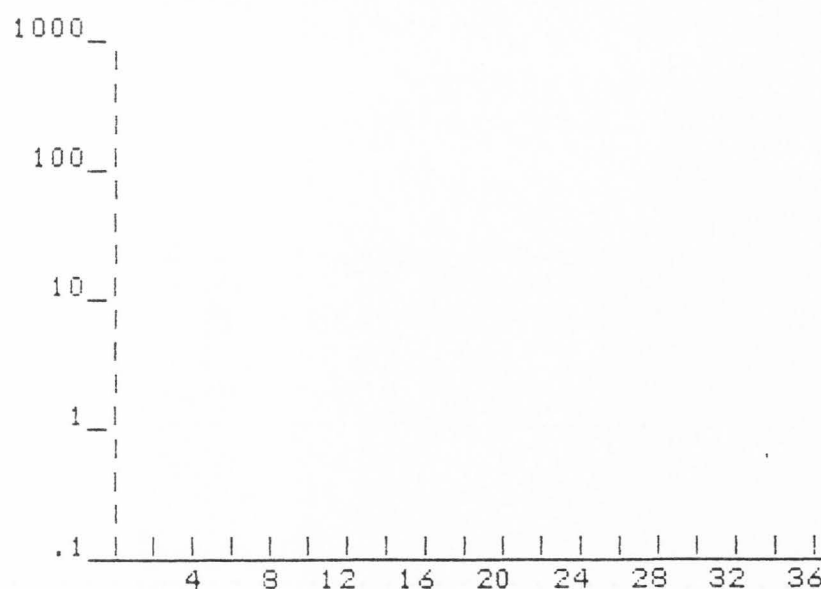
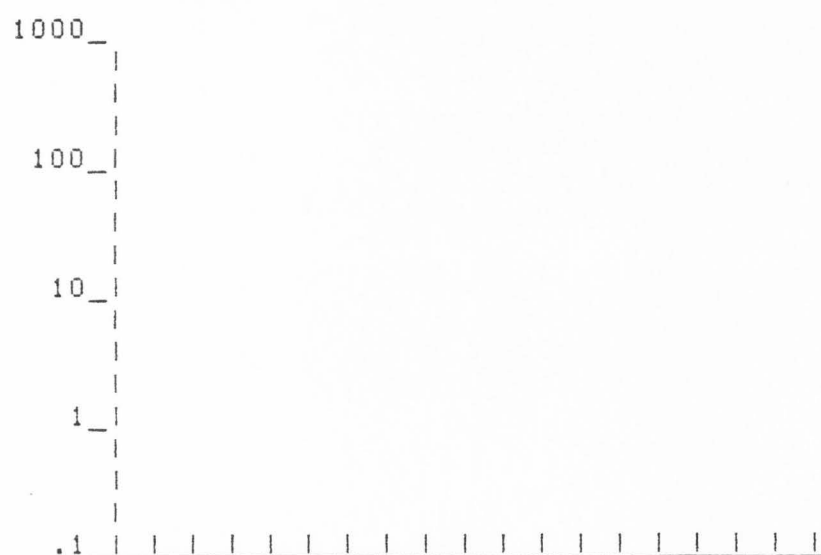
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Governance Competency Test

Date:

[illegible]

APPENDIX G



DAYS

Rates of responding to governance competency facts over successive calendar days.

= correct response
= incorrect response

APPENDIX H

Test Results Without Intervention

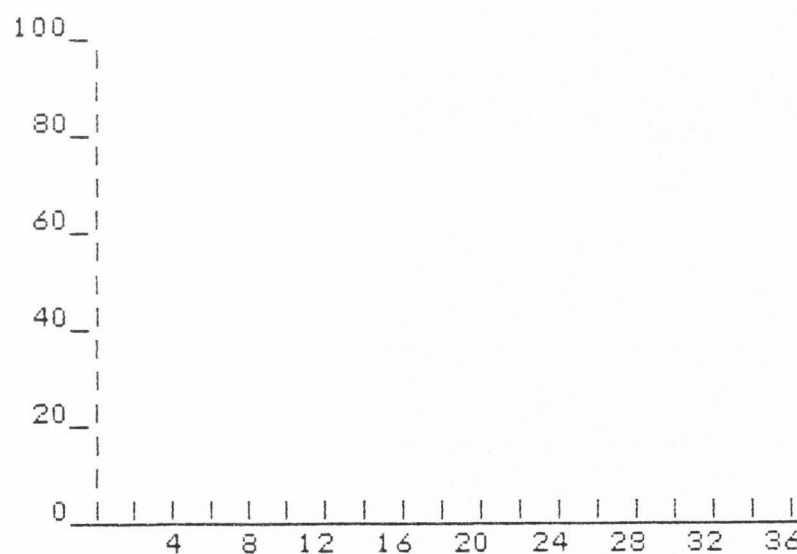
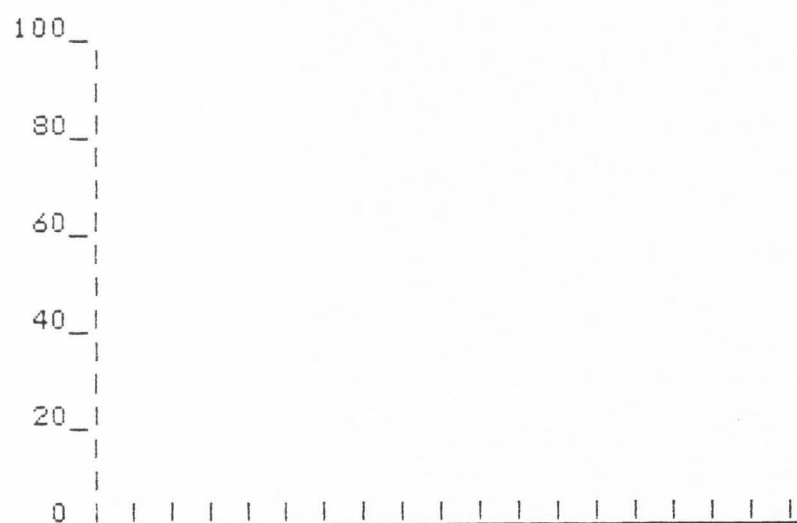
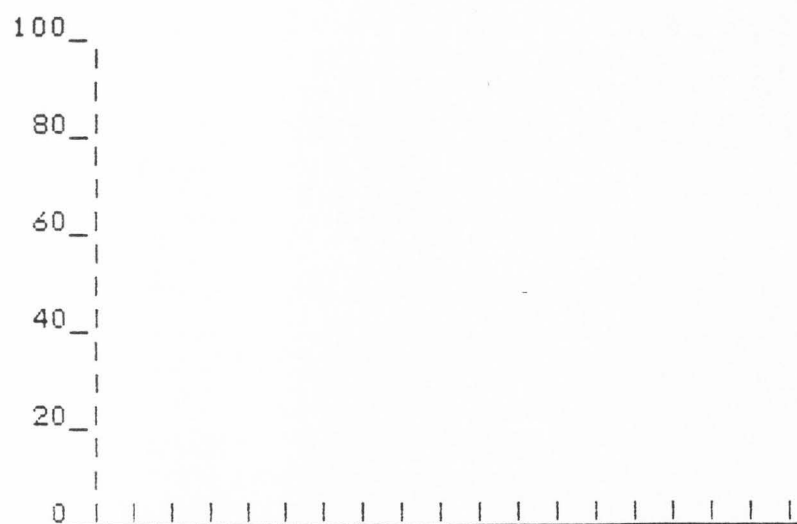
[illegible]

Test Results With Intervention A

[illegible]

With Interventions A and B

[illegible]



DAYS

The percent correct on each section of the governance competency test.

